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ABSTRACT

This four-section report presents information on the 1982-83 Louisiana State Assessment Program. The major purpose of the program is to assess student performance in reading, writing, and mathematics. Section I discuses the scope of the 1982-83 program, provides highlights of results, and briefly considers test administration and reporting procedures. Section II provides summaries of overall performance in grade 7 and grade 10 reading, writing, and mathematics as well as in domains within each of these areas. Among these domains are: vocabulary, comprehension, and study skills (for reading); spelling, capitalization, and punctuation (for writing); and numeration, whole number operations, decimals/decimal operations, measurement and estimation, geometry, and problem-solving (for mathematics). Section III presents the writing exercise results for grades 3, 7, and 10. Reporting procedures used are also included. Section IV contains information on various technical aspects of the state assessment tests, including test reliability, item discrimination, content validity, as well as descriptive statistics. (JN)

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LEGISLATIVE REPORT
LOUISIANA STATE ASSESSMENT PROGRAM
READING, WRITING, AND MATHEMATICS

1982-1983

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LEGISLATIVE REPORT
LOUISIANA STATE ASSESSMENT PROGRAM
READING, WRITING, AND MATHEMATICS

Prepared by

Office of Research and Development

Bureau of Accountability

LOUISIANA DEPARTMENT OF EDUCATION

J. KELLY NIX
STATE SUPERINTENDENT

FOREWORD

The Legislative Report, Louisiana State Assessment Program, Reading, Writing, and Mathematics is the fifth in a series of reports on the Louisiana State Assessent Program. The aim of the Legislative Report is to provide an indication of how well public school students perform on established minimum standards in the basic skill areas of reading, writing, and mathematics. This report is designed to become the impetus for change in our classrooms, from the kindergarten level through high school. What follows is the formation of educational policy leading to sound research, curriculum change, and effective program development formed cooperatively with policy makers, parents, educators, and taxpayers-at-large.

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Section 1

Program Description

LOUISIANA STATE ASSESSMENT PROGRAM

INTRODUCTION

Beginning in 1977, in accordance with Act No. 621* of the 1977 Regular Session of the Louisiana Legislature, the Bureau of Accountability of the Office of Research and Development accepted the principal responsibility for the implementation of a student assessment program. Minimal standards were identified and disseminated statewide in the basic skills of reading, writing, and mathematics. For each subject an advisory council was established to develop the standards. The advisory councils were composed of teachers, administrators, university and college faculty, and educational specialists in each particular area. Each parish had representation on at least one of the three basic skills advisory councils.

These standards, identified for instructional purposes, are skills that students are expected to know at specified grade levels. In addition, minimal performance standards for students enable teachers to focus their instructional program upon those skills that are essential and those basic skills that are tested through the statewide assessment program. The program clearly identifies for students and teachers what is expected of them at certain grade levels.

In mandating a system of accountability for Louisiana schools, the legislation provides a framework within which the school systems, the Louisiana Department of Education, the State Board of Elementary and Secondary Education, and the legislature can work cooperatively to establish a system for accountability.

Act 621 allowed the Superintendent of Education the flexibility to establish the grade levels to be tested within the framework of the State Assessment Program. Grades 4, 8, and 11 were originally selected for fall testing. Beginning in the 1980–1981 school year, testing was conducted in grades 3, 7, and 10, thereby permitting the results of individual students to be available to the teacher at the beginning of the 1981–1982 school year for individual instructional planning. In 1982–83, grade 3 was removed from the Louisiana State Assessment Program and added to the Basic Skills Testing Program. Therefore the 1982–83 program measured the total performance of all public school students in grades 7 and 10 on minimal basic skills in reading, writing, and mathematics. An open-ended writing task was administered to students in grades 3, 7 and 10.

The success of the Louisiana State Assessment Program is dependent on the fullest possible participation at the local level. For this reason, the State Superintendent of Education appointed statewide subject area councils to advise the Louisiana Department of Education staff in the selection of goals and objectives, in the selection of items to measure these objectives, in the refinement of the instrument in each basic skill, and in the analysis and interpretation of the results.

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*(Title 17, Sections 391.1 through 391.9 of the Louisiana Revised Statutes of 1950)

SCOPE OF THE 1982-83 LOUISIANA STATE ASSESSMENT PROGRAM

The major purpose of the LSAP is the assessment of student performance in reading, writing, and mathematics. A secondary aim of the program is to collect demographic data on all students relating to parental education, parental occupation, and size of family. The source of these data is a survey on each answer sheet. The survey questions provide data highlighting student characteristics bearing a relationship to scholastic achievement.

Reading

The first of three components of the 1982-83 program was the assessment of student achievement in reading. The assessment was conducted in the spring of 1983 in grades 7 and 10. The tests were designed to assess reading performance based on minimal grade level standards established by Louisiana educators and described in the publication, Minimum Standards—Maximum Goals for Reading in Louisiana, Grades 1-12 (Louisiana Department of Education, 1977). Tables 1 and 2 list the domains, the number of objectives and the number of items in each domain for reading.

Table 1

GRADE 7
Number of Objectives and Items Used in Reading Domains

Domain	Number of Objectives	Number of Items
I. Vocabulary	2	8
II. Phonetic Analysis	2	8
III. Structural Analysis	4	16
IV. Comprehension	7	28
V. Study Skills	3	12
Total Reading Test	18	72

The test for **GRADE 7** assessed student performance in the five domains indicated above. Performance was assessed across 72 multiple-choice items measuring 18 objectives. Each objective in the five domains was tested by four items. Seven objectives were assessed under the domain "Comprehension." "Structural Analysis" was measured by four objectives. Three objectives were included under "Study Skills," and two objectives were assessed for the domains, "Vocabulary" and "Phonetic Analysis."

Table 2

GRADE 10
Number of Objectives and Items
Used in Reading Domains

Domain	Number of Objectives	Number of Items
I. Vocabulary	2	8
II. Word Attack Skills	2	8
III. Comprehension	9	36
IV. Study Skills	5	20
Total Reading Test	18	72

On the reading test for **GRADE 10** performance in four domains was measured by 18 objectives across 72 items. Nine objectives were included under the domain "Comprehension," five under the domain "Study Skills," two under the domain "Word Attack Skills," and two under the domain "Vocabulary."

Writing

The second component of the 1982–83 program was the assessment of student achievement in writing. As in the other content areas, writing was assessed across two grade levels: seventh and tenth. The tests were designed to assess writing performance based on the minimal standards established by Louisiana educators and described in the publication, Louisiana Minimum Standards for Writing, Grades K–12 (Louisiana Department of Education, 1978). Tables 3 and 4 list the domains, the number of objectives, and the number of items in each domain for writing.

Table 3

GRADE 7
Number of Objectives and Items
Used in Writing Domains

Domain	Number of Objectives	Number of Items
I. Spelling	4	16
II. Capitalization	2	8
III. Punctuation	2	8
IV. Language Structure	5	20
Total Writing Test	13	52

The writing test for **GRADE 7** assessed student performance in four domains with a total of 52 items. "Spelling" contained five objectives. "Language Structure" had four objectives. "Punctuation" and "Capitalization" each had two objectives. Each objective was measured by four items.

Table 4

GRADE 10
Number of Objectives and Items Used in Writing Domains

Domain	Number of Objectives	Number of Items
I. Spelling	3	12
II. Capitalization	3	12
III. Punctuation	4	16
IV. Language Structure	4	16
V. Organization	1	4
Total Writing Test	15	60

The test for **GRADE 10** measured 15 objectives with 60 items. Four objectives were included in the domain of "Punctuation" and "Language Structure." "Capitalization" and "Spelling" were measured by three objectives. The domain of "Organization" consisted of one objective. Each objective was measured by four items.

Mathematics

The third component of the program was the assessment of student achievement in mathematics. As were reading and writing, the mathematics assessment was conducted in the spring of 1983 in grades 7 and 10. The tests were designed to assess mathematics performance based on minimal standards established by Louisiana educators and described in the publication Louisiana Minimum Standards for Mathematics, Grades 1-12 (Louisiana Department of Education, 1978). Tables 5 and 6 list the domains, the number of objectives in each domain, and the number of items in each domain.

Table 5

GRADE 7
Number of Objectives and Items Used in Mathematics Domains

	Domain	Number of Objectives	Number of Items
I.	Numeration	2	8
II.	Whole Number Operations	2	8
III.	Fractions and Operations	4	16
IV.	Decimals and Decimal Operations	2	8
V.	Percent, Ratio, and Proportion	3	12
VI.	Relations and Functions	1	4
VII.	Measurement and Estimation	1	4
VIII.	Geometry	1	4
IX.	Problem Solving	3	12
Total Mathematics Test		19	76

The mathematics test for **GRADE 7** assessed student performance in nine domains with a total of 76 items. The domain of "Fractions and Operations" was measured by four objectives; "Problem Solving" and "Percent, Ratio, and Proportion" contained three objectives. "Decimals and Decimal Operations," "Whole Number Operations," and "Numeration" included two objectives. One objective was used to measure each of the remaining domains: "Relations and Functions," "Measurement and Estimation," and "Geometry." Each objective was measured by four items.

Table 6

GRADE 10
Number of Objectives and Items
Used in Mathematics Domains

Domain	Number of Objectives	Number of Items
I. Numeration	1	4
II. Whole Number Operations	2	8
III. Fractions and Operations	3	12
IV. Decimals and Decimal Operations	4	16
V. Percent, Ratio, and Proportion	2	8
VI. Relations and Functions	2	8
VII. Measurement and Estimation	2	8
VIII. Geometry	2	8
IX. Problem Solving	2	8
Total Mathematics Test	20	80

The mathematics test for **GRADE 10** consisted of 80 items measuring nine domains. Four objectives were included in the domain of "Fractions and Operations," and three objectives tested "Decimals and Decimal Operations." Two objectives were included in the domains of "Whole Number Operations," "Relations and Functions," "Percent, Ratio, and Proportion," "Problem Solving" and "Geometry"; and one in the domain of "Numeration." As in the previous tests, Each objective was measured by four items.

HIGHLIGHTS OF THE 1982-83 LOUISIANA STATE ASSESSMENT RESULTS

Several trends are indicated in the 1982-83 assessment results. The summary presented here is not intended to be a comprehensive review of this report. However, it serves as a comparative overview of how students performed to the minimum standards established by State educators. There was a marked improvement in the average percent correct scores of students in both grades on the Louisiana State Assessment Test.

Reading 7th Grade

* More students were tested at the seventh grade this year than last year. A total of 55,702 students were tested, or 1,232 students more than last year (54,470).

* The average percent correct in reading increased by approximately 2 percent.

* In all five domains ("Vocabulary," "Phonetic Analysis," "Structural Analysis," "Comprehension" and "Study Skills") scores markedly improved over previous years.

* The domain of "Phonetic Analysis" showed the greatest improvement. The domain of "Structural Analysis" showed the smallest gain.

Reading 10th Grade

* Fewer students were tested in Reading at the tenth grade this year than last year. A total of 46,510 students, or 1,284 fewer students than last year (47,794), were tested.

* The average percent correct in reading increased 1 percent. Of the four domains assessed in reading, "Vocabulary" showed the greatest gain. "Word Attack Skills" ranked second, while the domains of "Comprehension" and "Study Skills" reflected identical gains.

Writing 7th Grade

The seventh grade Writing section of the Louisiana State Assessment Test was "leveled" in order that all objectives used would reflect minimal standards that should be mastered at the seventh grade. This would have made the test more difficult and therefore reduced the average percent correct from last year.

* More students were tested in writing at the seventh grade this year than last year. A total of 55,632 students were tested, or 1,296 students more than last year (54,336).

* No direct comparison can be made with the results of the 1982-83 assessment test and previous tests.

Writing 10th Grade

The tenth grade Writing section of the Louisiana State Assessment Test was also "leveled" in order that all objectives used would reflect minimum standards that should be mastered at the tenth grade. This would have made the test more difficult and, therefore, reduced the average percent correct from last year; however, a considerable improvement in the writing test results occurred.

* As in reading, fewer students were tested in writing at the tenth grade this year than last year. A total of 46,450 students were tested, or 1,199 fewer than last year (47,649).

* As with the seventh grade writing test no direct comparison can be made with the results of the 1982-83 Assessment test and previous tests.

Mathematics 7th Grade

There were 55,568 students assessed in mathematics for the 1982-83 school year. This was an additional 1,392 students over last year.

* The average percent correct in mathematics was 68.14 percent. This was a gain of 1.77 percentage points.

* The domain of "Problem Solving" showed the greatest gain of 3.5 percent, even though it had the lowest average percent correct. The average percent correct for "Numeration" ranked second among the domains in mathematics. The domains of "Decimals and Decimal Operations," "Percent, Ratio and Proportion," "Relations and Functions," and "Measurement and Estimation" reflected gains of approximately 2 percent above the average percent correct reported last year in mathematics. Three domains: "Fractions and Operations," "Geometry," and "Whole Number Operations" had similar gains of 1.5 percent.

Mathematics 10th Grade

A total of 46,202 students were tested, or 989 fewer students than last year (47,191).

* The average percent correct in mathematics was 71.32 percent. This was a gain of 1.15 percentage points.

* Of the nine domains assessed in mathematics, one showed a very high gain over last year's assessment. The average percent correct for the domain of "Decimals and Decimal Operations" increased 2.25 percent over the previous year's average percent correct. The average percent correct for "Numeration" was up from last year's score, followed closely by the domain of "Fractions and Operations." The domain of "Relations and Functions" had an increase in average percent correct of approximately 1.6 percent. The domains of "Percent, Ratio, and Proportion" followed "Whole Number Operations" which increased approximately 1 percent. "Geometry" had the smallest average percent correct over last year's assessment.

TEST ADMINISTRATION AND REPORTING PROCEDURES

Coordination of the 1982-83 State Assessment was accomplished by the Louisiana Department of Education through a parish coordinator in each local school system. Within the system there was a test coordinator in each school. At the classroom level, there were one or more test administrator.

At the Department of Education's contact for all assessment activities, the parish coordinators had three functions: making testing arrangements, distributing assessment materials, and training school test coordinators. Within each participating school, the school test coordinator was responsible for materials control and the supervision of test administration. The tests were administered by test administrators in regular classroom situations.

Assessment materials were routed from the parish coordinators through the school coordinator for distribution to the test administrators within a school. Assessment materials were collected and picked up by the scoring contractor in the reverse of the above chain of command.

Within a period of 15 school days (March 21-April 8) specified by the Louisiana Department of Education, the parish test coordinator scheduled the assessment in collaboration with the school coordinators. Approximate administration times were scheduled and were sufficiently flexible to encourage students to complete the test.

The returned materials were routed through the school test coordinators to the parish coordinators. The scoring and analysis contractor collected the materials and assembled them for processing. After processing, the various reports specified by the Louisiana Department of Education were generated.

The 1982-83 Louisiana State Assessment Program of Reading, Writing, and Mathematics provided information on performance at the State, parish, school and student levels in grades 7 and 10. Student performance was reported in number and percent correct of each objective along with a total for each domain and a total for the entire test. School, parish, and State reports were given in terms of average percent correct (APC). The APC was determined by dividing the total number of correct responses for the group by the total possible correct responses for that group, then multiplying by 100.

APPROXIMATE ALLOCATION OF TIME FOR THE 1982-83 LOUISIANA READING, WRITING, AND MATHEMATICS ASSESSMENT

Grade	Subject	Distributing Materials and Giving Directions	Administering Test Questions	Stretch Break	Total Time
7	Reading	25 minutes	65 minutes	10 minutes	100 minutes
7	Writing Skills and Writing Exercises	10 minutes ———	50 minutes 35 minutes	——— ———	 95 minutes
7	Mathematics	10 minutes	85 minutes	5 minutes	100 minutes
10	Reading	25 minutes	65 minutes	10 minutes	100 minutes
10	Writing Skills and Writing Exercises	10 minutes ———	50 minutes 35 minutes	——— ———	 95 minutes
10	Mathematics	10 minutes	85 minutes	5 minutes	100 minutes

Section II

Grade 7 and Grade 10 Results

OVERVIEW

This section contains state level regular education basic skills test averages for grade 7 and grade 10. Figures are presented for each test and domain. Objective performance is summarized on the figure for the domain in which the objective falls. A narrative describing the test and the type of item used to measure the objective accompanies each figure. The descriptions of items provided in this report are brief; however, complete descriptions and examples are available in the item specifications distributed by the Bureau of Accountability of the Louisiana Department of Education.

Grade 7 reading performance is summarized followed by writing and mathematics. Figure 1 contains information concerning total test performance in reading and in the five domains included in that subject. Figures 2 through 6 contain information pertaining to statewide performance at the domain and objective levels for each of the five reading domains. Total test and domain summaries in seventh grade writing are shown in Figure 7. More specific information at the domain and objective levels are summarized in Figures 8 through 11. The mathematics total test and domain scores are found in Figure 12. Domain and objective level performance in grade 7 mathematics are in Figures 13 through 21. Figures 22 through 24 are line graphs comparing the performance of examinees on the Grade 7 Louisiana State Assessment Test over the years it has been administered. The first graph summarizes total test, domain, and objective performance in reading. The second graph for writing has no comparison because of the test revision. The third graph summarizes the total test, domain, and objective performance in mathematics. Only one year is shown in mathematics since there were revisions in both seventh and tenth grade mathematics for the 1981–82 school year.

Tenth grade reading total test performance is shown in Figure 25. Figures 26 through 29 illustrate State level domain and objective performance in reading. State writing performance in the tenth grade is summarized in Figures 30 through 35. State mathematics performance in the tenth grade is summarized in Figures 36 through 45. Annual comparisons among reading and mathematics are shown in Figures 46 and 48. As with the seventh grade writing test, no comparison can be made among the 1982–83 writing assessment and those of previous years.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 READING

Regular Education N = 55,702

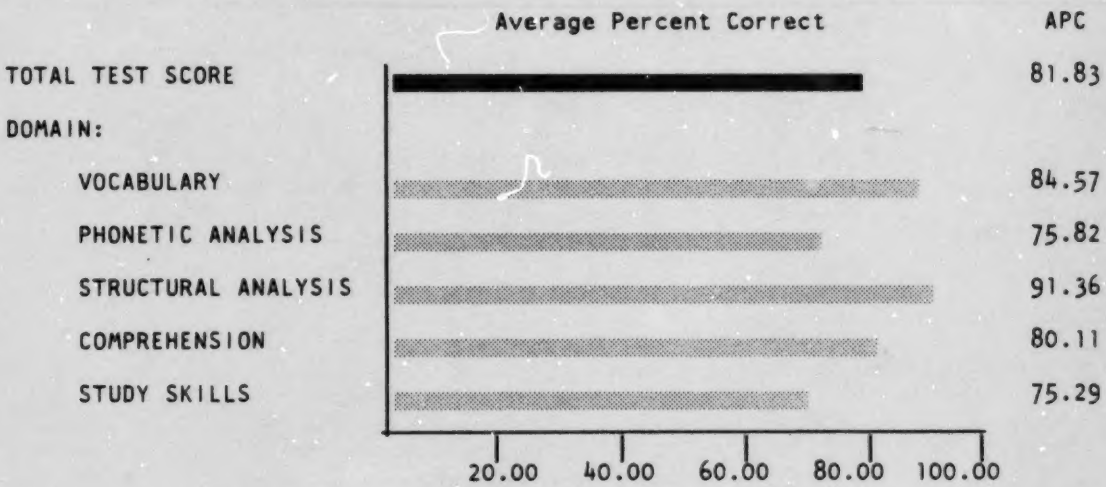


FIGURE 1: Reading Total Test and Domain Totals

SUMMARY OF READING PERFORMANCE

The Reading Assessment consisted of 72 multiple choice items covering five domains of skills. The domains represented on the test were subdivided into objectives, each measured by four test items. The domains of "Vocabulary" and "Phonetic Analysis" were measured by two objectives (8 items). "Structural Analysis" was measured by four objectives (16 items). Twenty-eight items covering seven objectives were used to measure "Comprehension." The domain of "Study Skills" was measured using three objectives (12 items).

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 READING

Regular Education N = 55,702

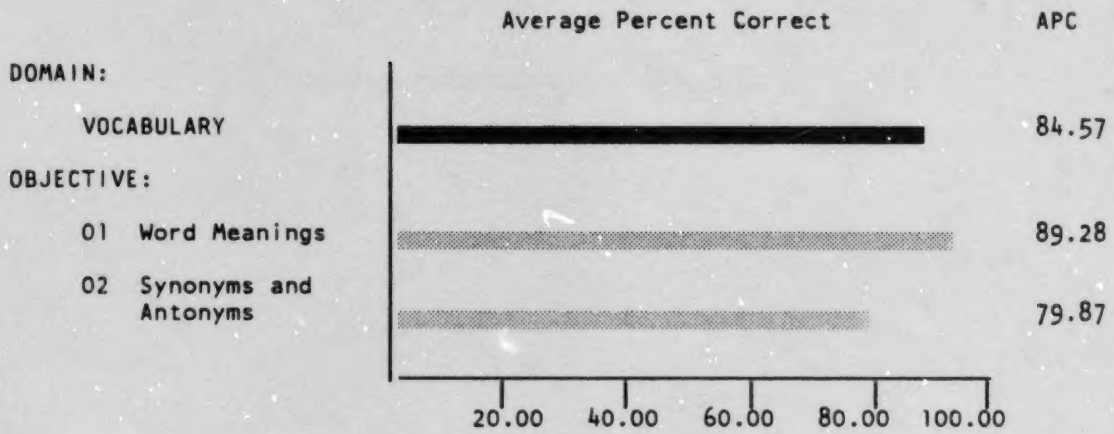


FIGURE 2: Domain Performance: Vocabulary

VOCABULARY

Overall performance in "Vocabulary" was approximately 2.75 percentage points higher than the total test average percent correct. This was an increase of about 2 percent over the 1981-82 Louisiana State Assessment results. The two objectives showed similar increases.

In one objective, "Word Meanings," the student was asked to choose a word from a group of words that had the same meaning as a word underlined in a sentence.

The second objective, "Synonyms and Antonyms," was measured by asking the student to choose a word from a list of four words that means the same as or the opposite of a word in a sentence. This objective is more difficult as indicated by the average percent score of 79.87 percent, about 10 percent lower than the results for the first objective.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 READING

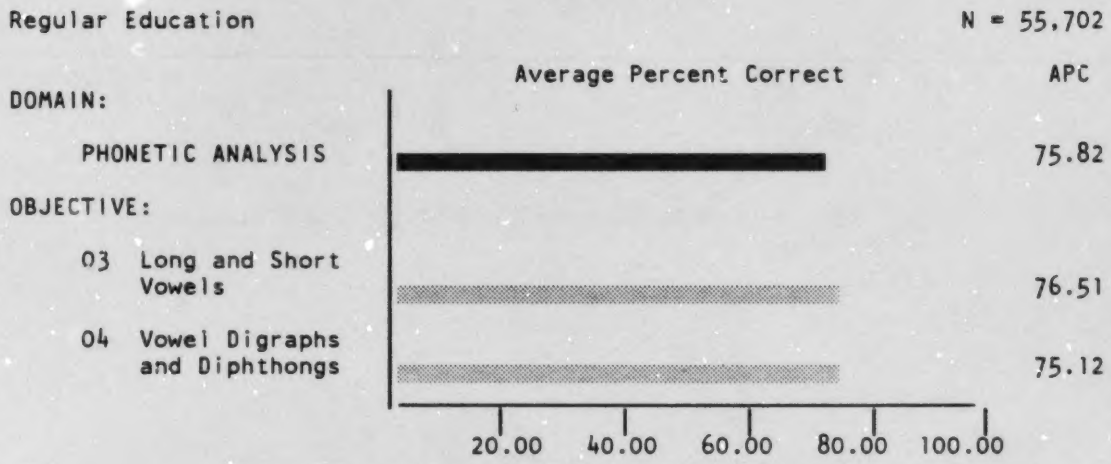


FIGURE 3: Domain Performance: Phonetic Analysis

PHONETIC ANALYSIS

The domain of "Phonetic Analysis" showed almost a 3 percent increase over last year's results. The objective, "Long and Short Vowels," increased approximately 2.5 percent. This objective was tested by asking students to identify which word from a list of words has the same sound as a given vowel sound in another word.

The second objective tested within this domain, "Vowel Digraphs or Diphthongs," asked which word or words have the same sound as vowel digraphs or diphthongs within given words. The average percent correct was 75.12, over 3 percent higher than in the previous year.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 READING

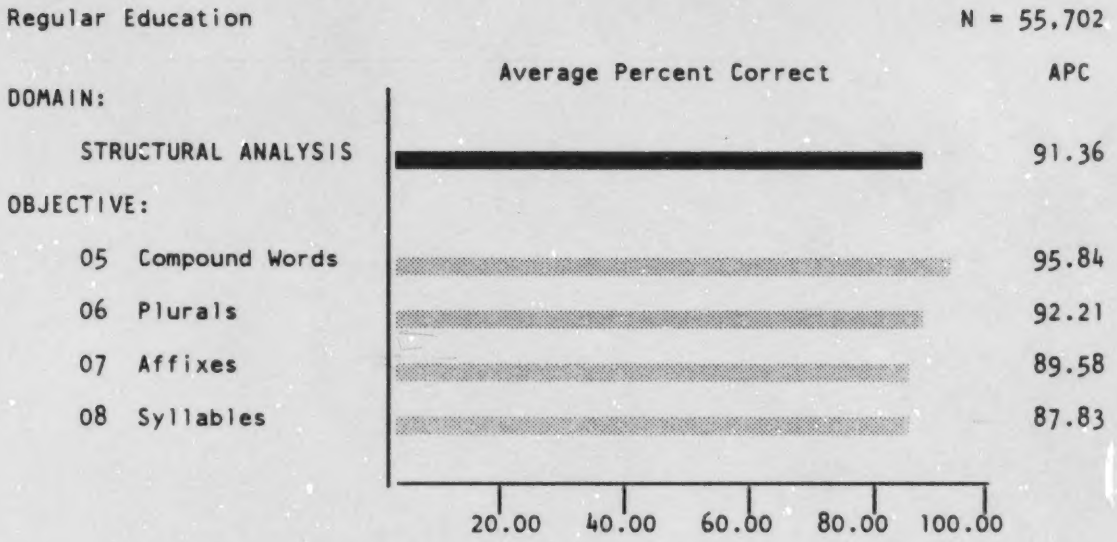


FIGURE 4: Domain Performance: Structural Analysis

STRUCTURAL ANALYSIS

"Structural Analysis" showed the highest average domain in reading with 91.36 percent. The objective, "Compound Words," had the highest average percent correct (95.84). This objective was tested by asking students to identify compound words from a list of words.

The objectives "Plurals" (92.21%) and "Affixes" (89.58%) report midrange scores. "Plurals" was tested by asking students to select the appropriate plural form of a singular word. For the objective "Affixes," students were asked to select from a group of words "which word had a part added to it."

The remaining objective, "Syllables," had the lowest score (87.83%) within this domain. Students were asked, "What is the first and last syllable in a word?" and "How many syllables are in a word?"

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 READING

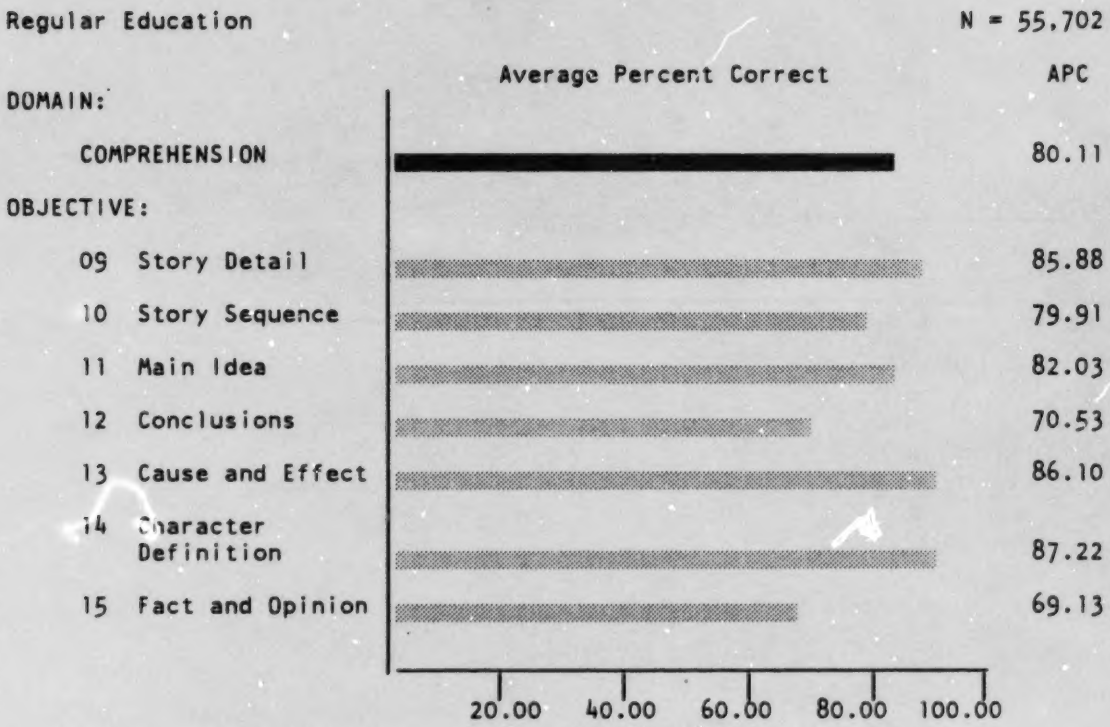


FIGURE 5: Domain Performance: Comprehension

COMPREHENSION

The domain, "Comprehension" (80.11%), was slightly lower than the reading total test score. Of the seven objectives tested, three objectives, "Character Definition," "Cause and Effect," and "Story Detail" (85.88%), were well above the average percent correct of the domain. All of these objectives have shown impressive gains of at least four percentage points over previous years. The objective "Main Idea" (82.03%) and "Story Sequence" showed similar results and were closest to the domain average percent correct. When compared with 1981 Assessment in Reading, both of these objectives showed gains of over 5 percent.

When compared to the 1981 Assessment in reading, both "Conclusions" (70.53%) and "Fact and Opinion" (69.13%) were the lowest average percent scores. However, each showed considerable gains. "Fact and Opinion" increased over six percentage points since 1981.

Each objective within this domain was measured by asking students to read a passage and then answer the question that refers to the passage.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 READING

Regular Education N = 55,702

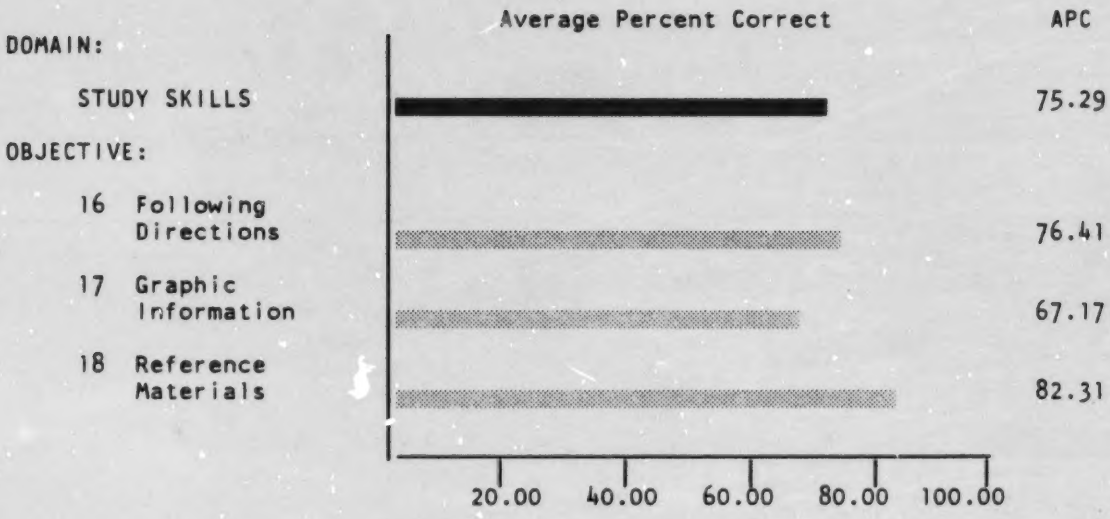


FIGURE 6: Domain Performance: Study Skills

STUDY SKILLS

"Study Skills" improved an average of five percentage points over the 1981-82 Assessment average percent correct. The objectives within this domain all relate to skills necessary for students to function within any subject area.

On one objective, "Follows Directions," the students were to read directions and then answer questions about the directions. The average percent correct for this objective was 76.41 percent, approximately 5 percent lower than the total Reading test score.

The "Graphics Materials" objective showed the lowest score for any objective within the reading test. The average percent correct was 67.17 percent, or about 15 percentage points lower than the total reading test score. In this objective, the students were asked to look at maps and graphs and answer questions related to the graphics.

The objective "Reference Materials" asked students where reference information might be obtained. The average percent correct increases four percent from the 1981-82 Assessment. Items used in this objective asked students to explain where they might find specific information.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 WRITING

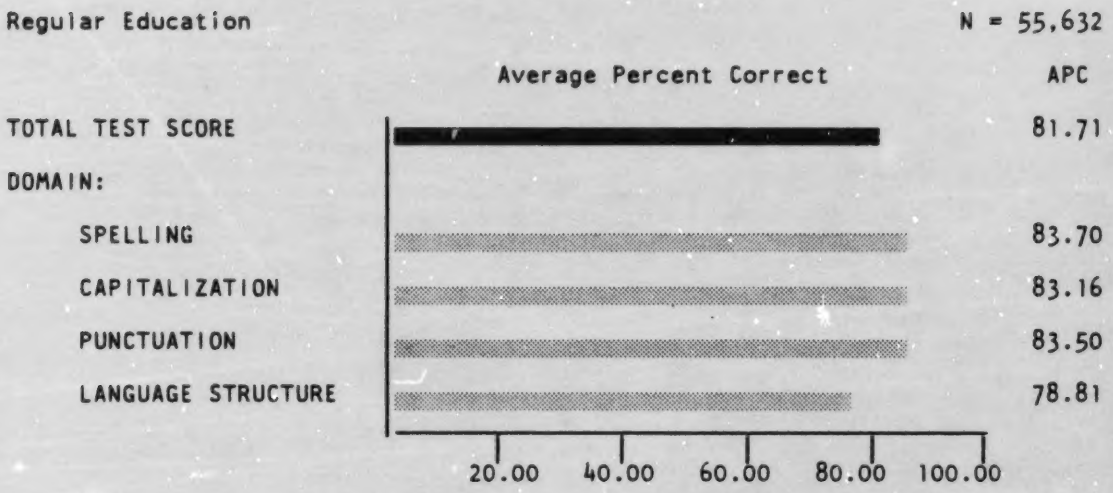


FIGURE 7: Writing Total Test and Domain Totals

SUMMARY OF WRITING PERFORMANCE

The Writing Assessment contains 52 multiple items covering 13 objectives under four domains. As with the reading test, each objective was assessed by four items. Over 75 percent of the writing test was revised from the previous assessment years of 1981-82. Therefore, no accurate comparisons can be made between changes in test scores.

Three domains, "Spelling" (83.70%), "Capitalization" (83.16%), and "Punctuation" (83.50%), had average percentages approximately 2 percent higher than the total test score of 81.71. The domain, "Language Structure" (78.81%) was about three percentage points lower than the reading total test score.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 WRITING

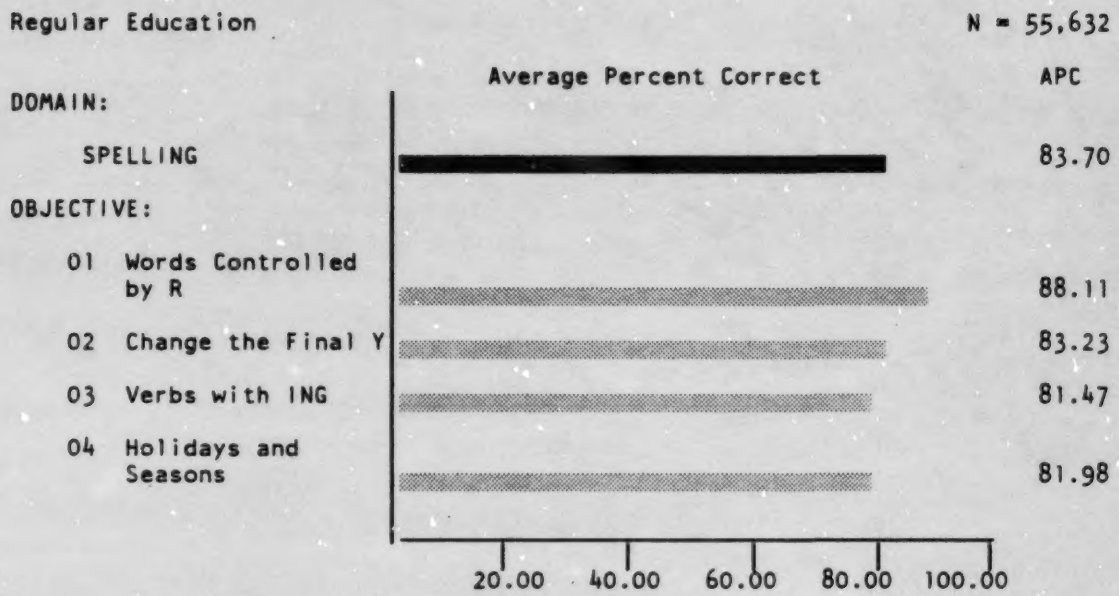


FIGURE 8: Domain Performance: Spelling

SPELLING

Of the four objectives within this domain, only one, "Words Controlled by R" (88.11%), had a score higher than the domain average. The remaining three objectives, "Change the Final Y" (83.23%), "Verbs with ING" (81.47%), and "Holiday Words and Seasons" (81.98%) were lower. For each of these objectives, students were asked to complete a sentence by choosing the word that is spelled correctly.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 WRITING

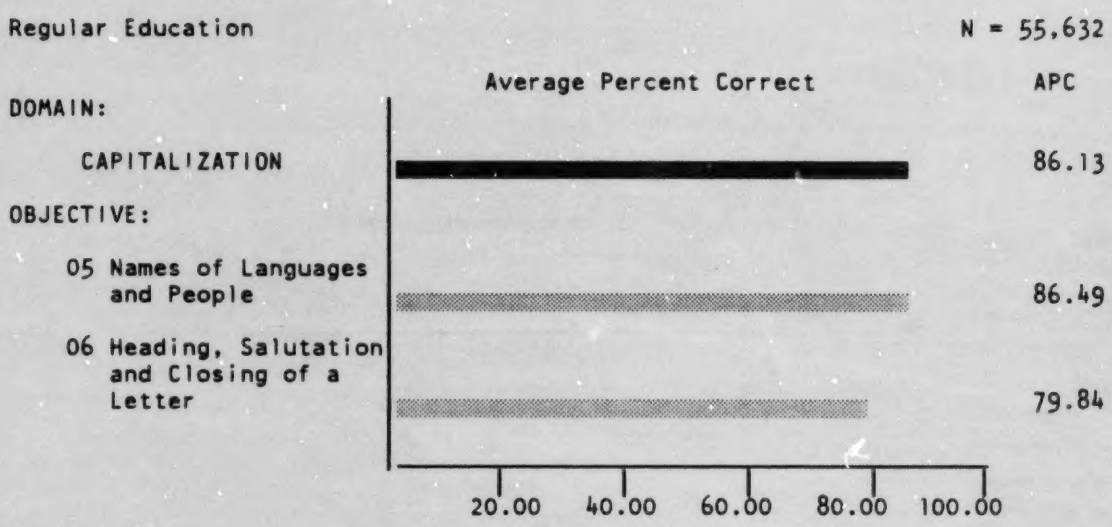


FIGURE 9: Domain Performance: Capitalization

CAPITALIZATION

"Capitalization" was assessed by two objectives (8 items). One objective, "Names of Languages, Peoples, Etc.," asked students to "find the word or words that should be capitalized in a sentence." The results for this objective were five percentage points higher than the total test average, with 86.49 percent. The second objective, "Heading, Salutation, and Closing of a Letter," was about 2 percent lower than the total test score of 81.71 percent. Students were to select the correct capitalization for parts of a letter.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 WRITING

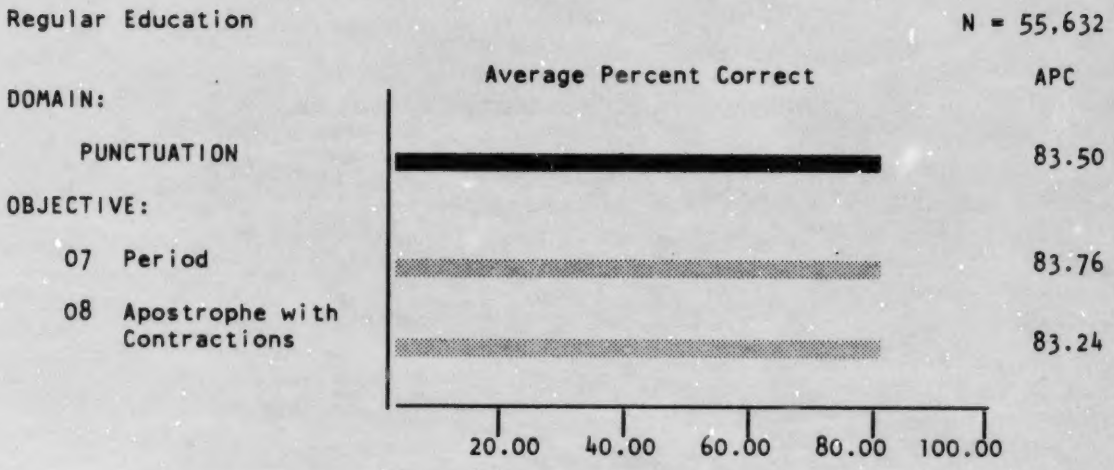


FIGURE 10: Domain Performance: Punctuation

PUNCTUATION

Only two objectives were used to assess the domain of "Punctuation." One, "The Use of the Period" (83.76%), was slightly higher than "Uses the Apostrophe with Contractions" (83.24%). For both objectives, the students were asked to choose the correct answer that either uses the period correctly or punctuates the contraction correctly.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 WRITING

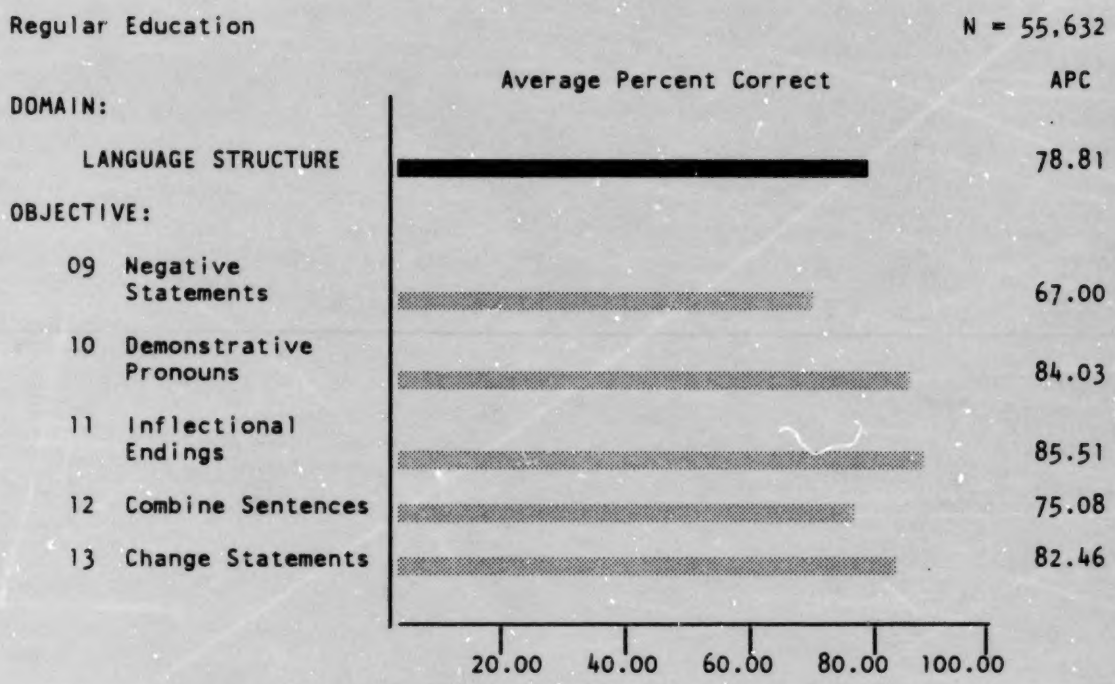


FIGURE 11: Domain Performance: Language Structure

LANGUAGE STRUCTURE

"Language Structure" was the largest domain within the Writing test. Five objectives with twenty items were used. Three objectives had scores above the domain average of 78.81 percent and above the total Writing test score (81.71%). Of these three, "Inflectional Ending" (85.51%) was more than seven percentage points higher than the domain average, followed closely by "Demonstrative Pronouns" with 84.03 percent. In both of these objectives, the students were asked to choose the correct word or verb form to complete the sentence. "Change Statements" had a score of 82.46 percent. For this objective, students were asked to read a sentence and then choose from a list, a sentence that changes it to a command or a question.

The objective, "Combine Sentences," ranks below both the total Writing test score and the domain score with 75.08 percent. This objective was tested by asking students to combine two sentences into one sentence. The students were to choose from a list the most correctly worded sentence.

The lowest score among the five objectives was for "Negative Statements" (67.00%). In this objective, students were asked to identify the word that does not complete the given sentence.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

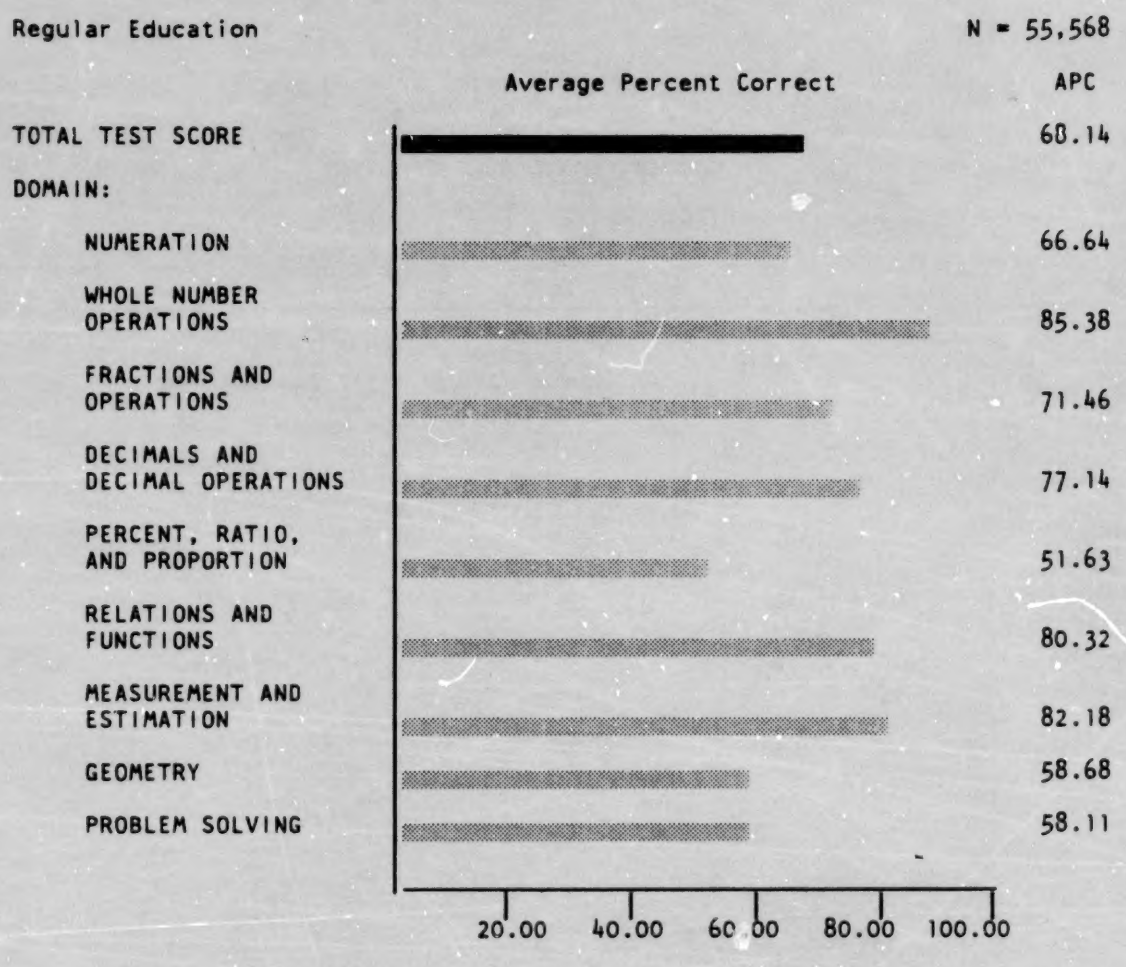


FIGURE 12: Mathematics Total Test and Domain Totals

SUMMARY OF MATHEMATICS PERFORMANCE

The Grade 7 mathematics test used 19 objectives to measure the mathematics performance. The average percent correct was 68.14 percent. This performance reflected a 2 percent increase above the previous year's assessment in mathematics and was approximately 3 percent lower than the grade 10 mathematics test performance level.

All of the domains showed an increase in the average percent correct.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

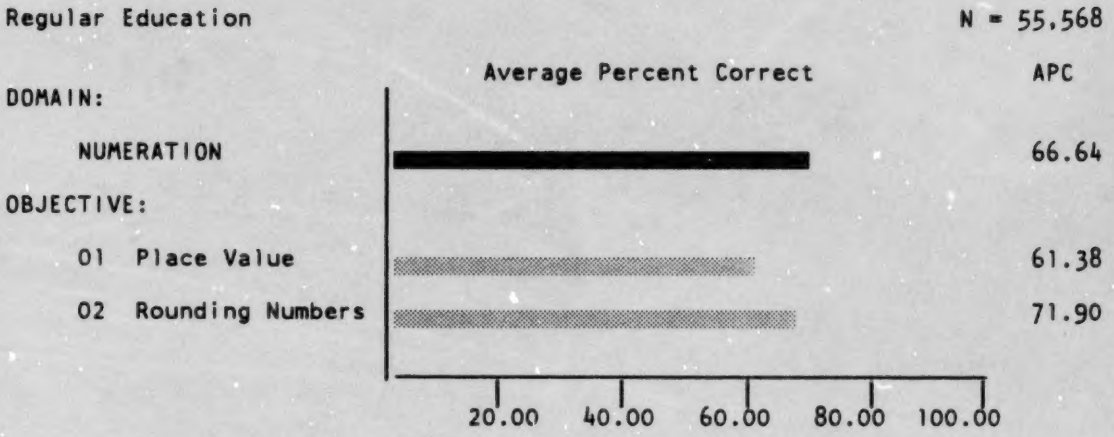


FIGURE 13: Domain Performance: Numeration

NUMERATION

Overall performance in "Numeration" was approximately 2.5 percentage points higher than the total Mathematics test average. This was an increase of about 3 percent over the 1981-82 assessment results. Two objectives were used in measuring this domain. For the objective, "Rounding Numbers," students were to round numbers to the nearest 10 through the nearest 100,000. The average percent correct was 71.90. The objective, "Place Value," required students to recognize the value of decimal numbers through thousandths. The performance on this objective improved 3 percent above last year.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

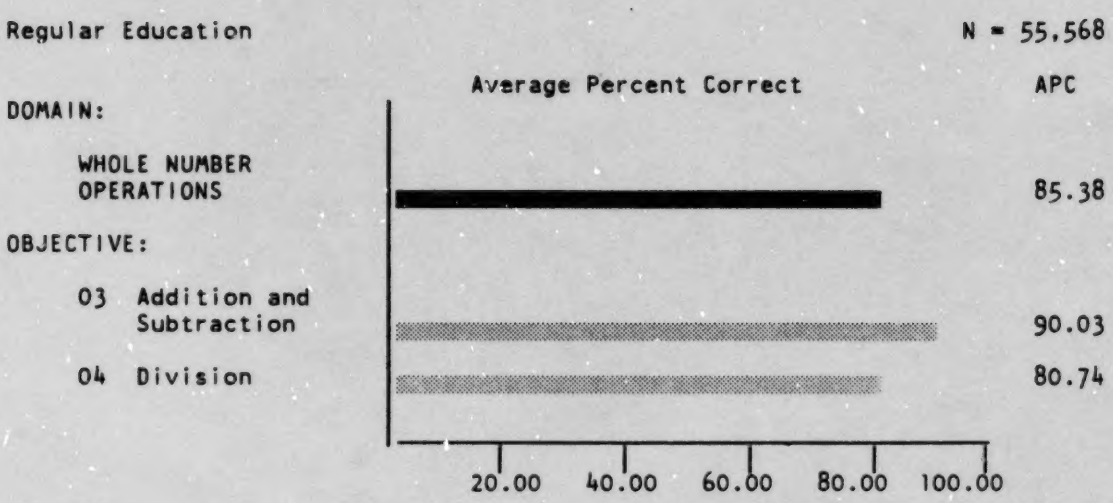


FIGURE 14: Domain Performance: Whole Number Operations

WHOLE NUMBER OPERATIONS

The domain of "Whole Number Objectives" showed a 1 percent improvement over last year's assessment with 85.38 percent. This domain also had the highest average percent correct of the mathematics test domains. Of the two objectives used in this domain, "Add and Subtract Integers" (90.03%) reported the highest performance. The objective, "Division with Integers," had an average percent correct of 80.74 percent or 13 percent higher than the total test score. For both of these objectives, students were to solve problems in addition, subtraction, multiplication, and division.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

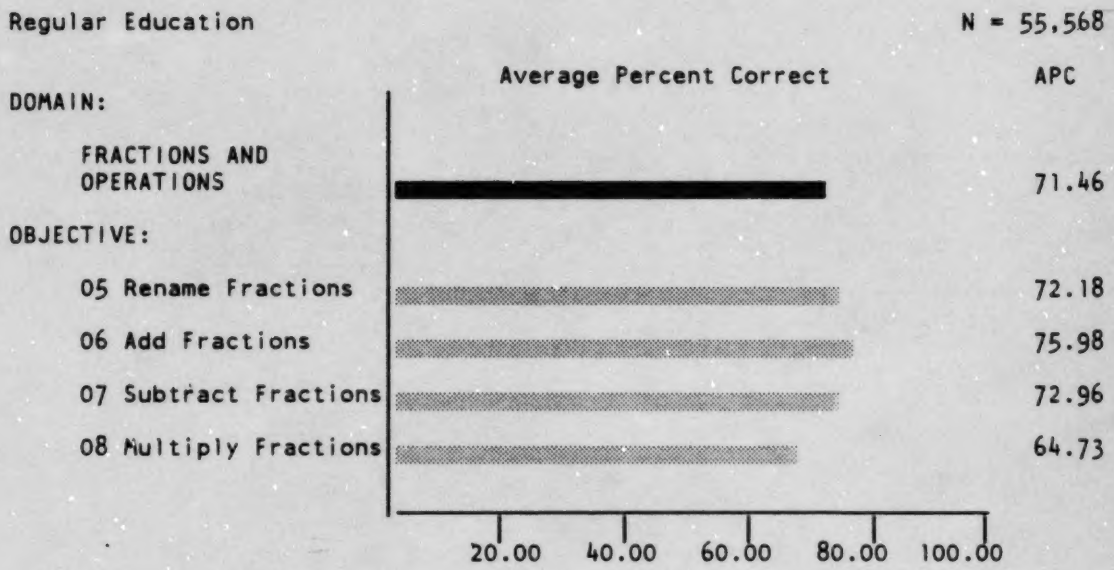


FIGURE 15: Domain Performance: Fractions and Operations

FRACTIONS AND OPERATIONS

The domain "Fractions and Operations" (71.46%) improved by 1.5 percent from the 1981–1982 assessment. Four objectives were used to measure this domain. One objective, "Rename Fractions," reported a score of 72.18 percent. The students were asked to rename fractions in simplest terms or rename fractions with unlike denominators to fractions with common denominators. "Add Fractions" (75.98%) was tested by asking students to add fractions with like and unlike denominators. This objective reported little change in performance from last year. Another objective, "Subtract Fractions" (72.96%), showed a small improvement in performance. "Multiply Fractions" was 5 percent lower than the total test score but reported a 1 percent increase above the 1981–82 average percent. This objective was tested by asking students to multiply fractions using whole numbers mixed with fractions or two proper fractions.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

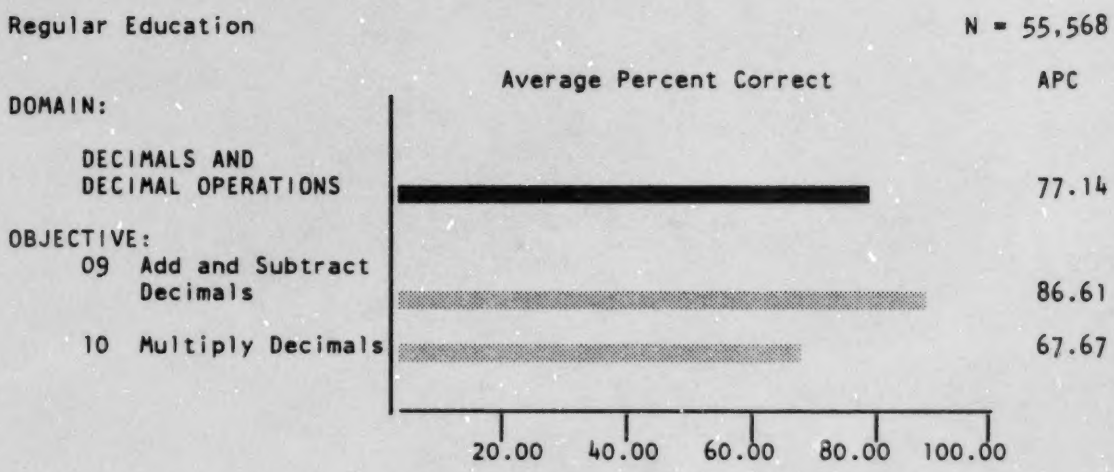


FIGURE 16: Domain Performance: Decimals and Decimal Operations

DECIMALS AND DECIMAL OPERATIONS

Student performance within the domain using decimals and decimal operations was nine percentage points higher than the total test score for mathematics and 2 percent higher than the previous year's performance. One objective measuring this domain had a score 2 percent higher than the domain average percent correct. "Add and Subtract Decimals" had the highest objective score with 86.61 percent, 18.5 percent higher than the total Mathematics test score. "Multiply Decimals" had a high average percent correct of 67.67. These objectives asked students to solve problems using decimals by adding or subtracting decimals through thousandths or multiplying decimals by decimals.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

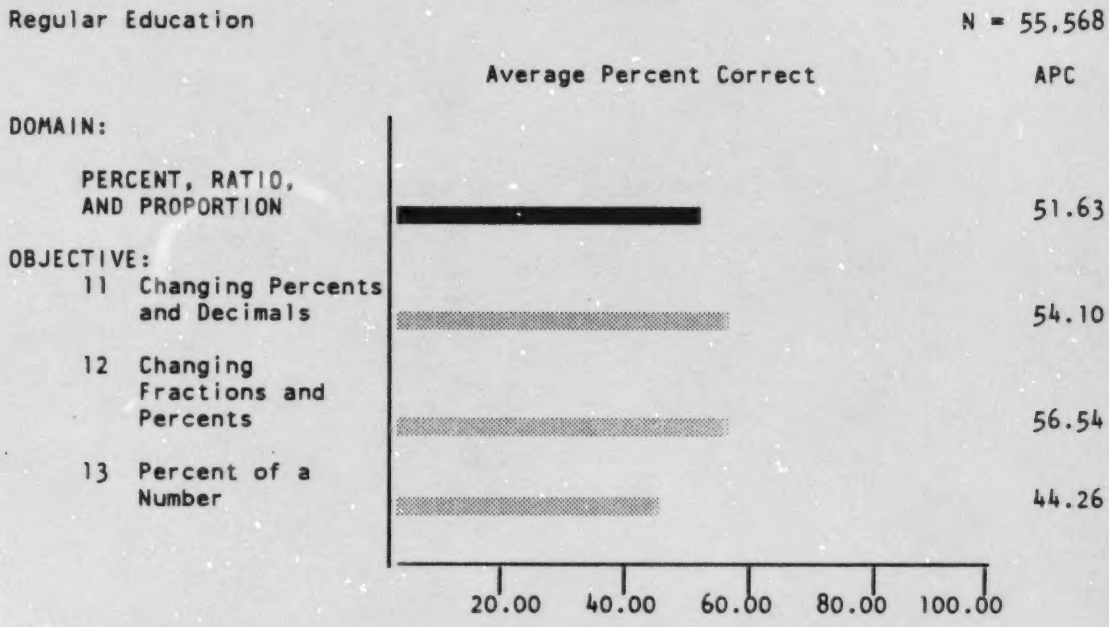


FIGURE 17: Domain Performance: Percent, Ratio, and Proportion

PERCENT, RATIO, AND PROPORTION

Three objectives were used to measure the domain, "Percent, Ratio, and Proportions." The domain score (51.63%) was approximately 16.5 percentage points lower than the total test score, making it the lowest score on any skill. One objective, "Changing Percents and Decimals," required students to change fractions and decimals to percents. The performance (54.10%) was considerably lower than the total test average. A second objective, "Changing Fractions and Percents," was 11.6 percent below the total test score. However, this reflected a 2 percent improvement over last year's assessment. For this objective, students were to calculate the percent of a number. The skill, "Finding the Percent of a Number," reported the lowest objective average percent correct (44.26%). This was approximately twenty-four percentage points lower than the total Mathematics test average. However, this objective showed the greatest increase over the 1981-82 Assessment score of all the skills measuring this domain.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

Regular Education N = 55,568

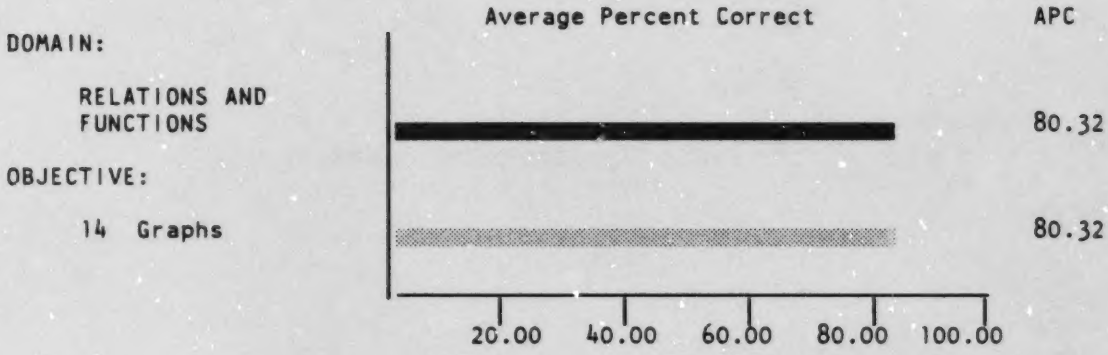


FIGURE 18: Domain Performance: Graphs

RELATIONS AND FUNCTIONS

The domain, "Relations and Functions," reported an average percent correct of 80.32 percent, a 2 percent increase from 1981–82. For the single objective, "Using Graphs," the students were provided graphs and were asked questions related to the information on the graph.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

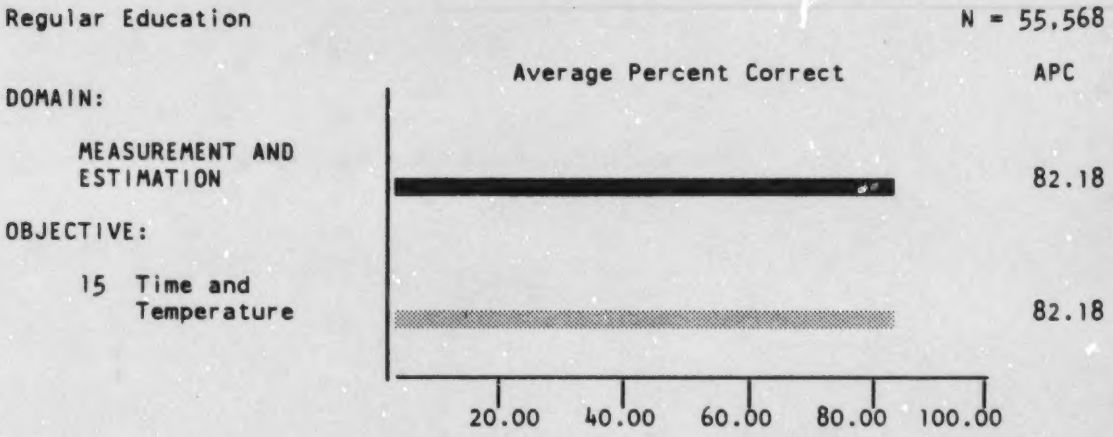


FIGURE 19: Domain Performance: Measurement and Estimation

MEASUREMENT AND ESTIMATION

This domain, "Measurement and Estimation" (82.81%), reported the highest scores among the domains and objectives used in the mathematics assessment. Only one objective was used to measure this domain. The students were asked to tell time to the nearest minute and/or to read a thermometer.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

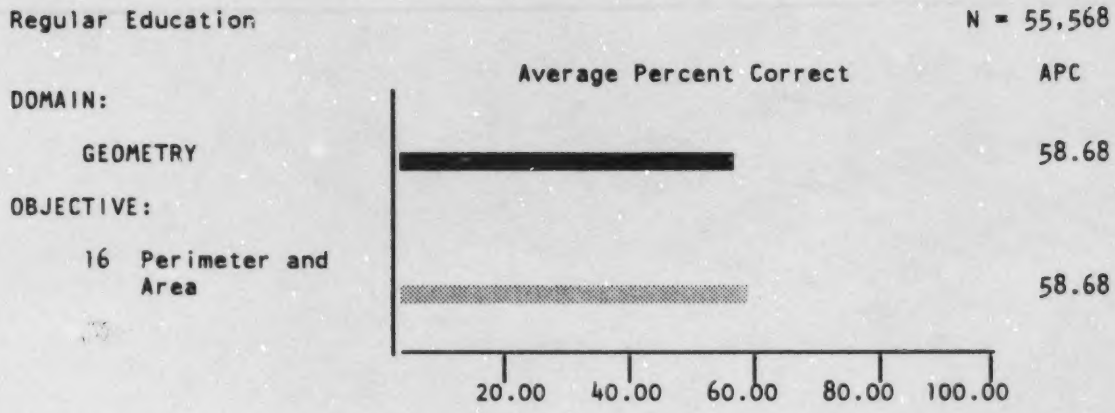


FIGURE 20: Domain Performance: Geometry

GEOMETRY

The domain, "Geometry," contained one objective, which required students to compute the perimeter of a square, rectangle, and triangle or the area of a square and a rectangle. The overall performance in this domain improved only slightly above last year's assessment results. The domain average percent correct (58.88%) was 10.5 percent lower than the total Mathematics test average.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 7 MATHEMATICS

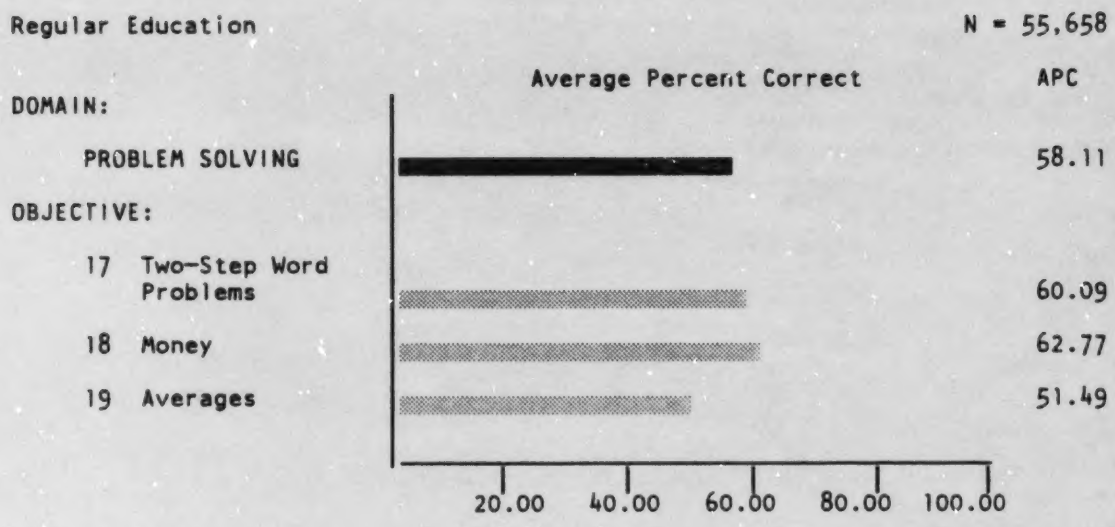


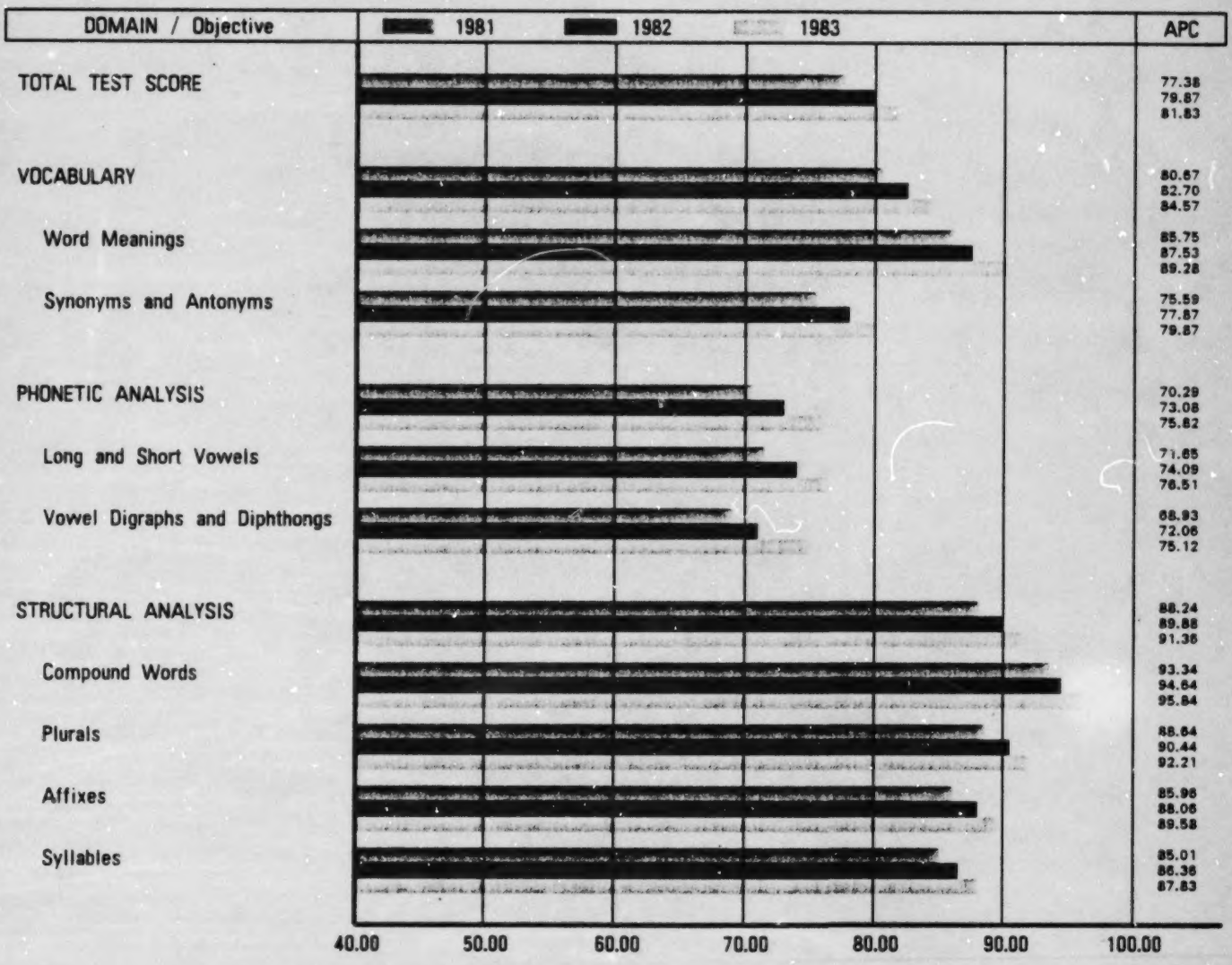
FIGURE 21: Domain Performance: Problem Solving

PROBLEM SOLVING

The average percent for this domain was 60.99 percent, or about 10.5 percent below the total Mathematics test score of 71.32 percent. This domain reported a decline in performance by 1.5 percentage points. Three objectives were used to measure this domain. The objective, "Two-Step Word Problems," included word problems using addition and subtraction. The average percent correct was 60.09 percent. A second objective, "Money" (62.77%), was almost 1.5 percent higher than the previous year's score. For this objective, students were asked to solve two-step word problems involving amounts of money not to exceed 10 dollars. A final objective within the domain of "Problem Solving" was "Averaging." The average percent correct was 51.49 percent, or about 1.76 percent above the previous year. This objective asked the students to compute the average of five or fewer numbers each with a maximum of three digits.

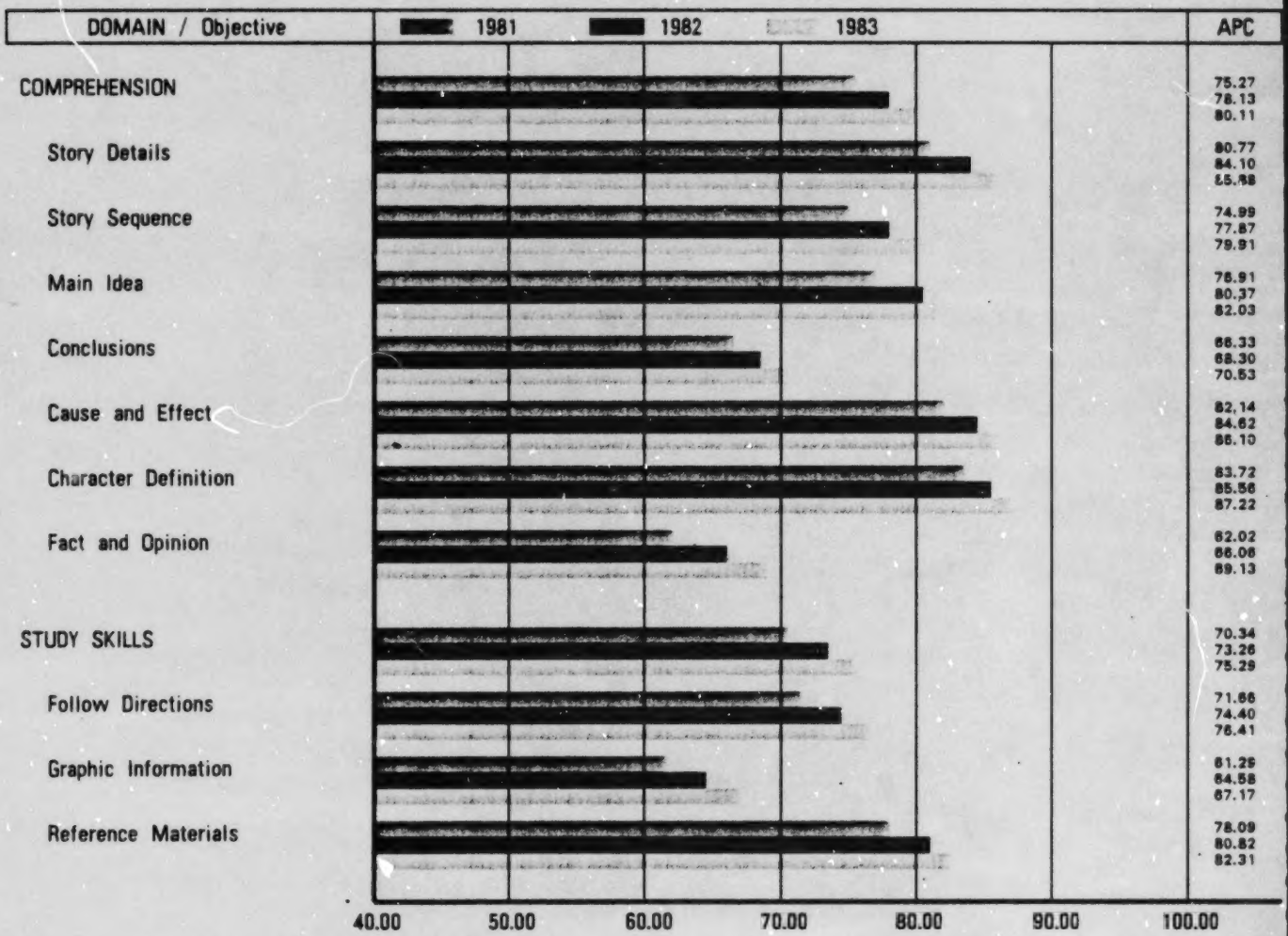
Louisiana State Assessment Program

Figure 22
Annual Comparisons
Grade 7 - Reading



Louisiana State Assessment Program

Figure 22 (continued)
Annual Comparisons
Grade 7 - Reading



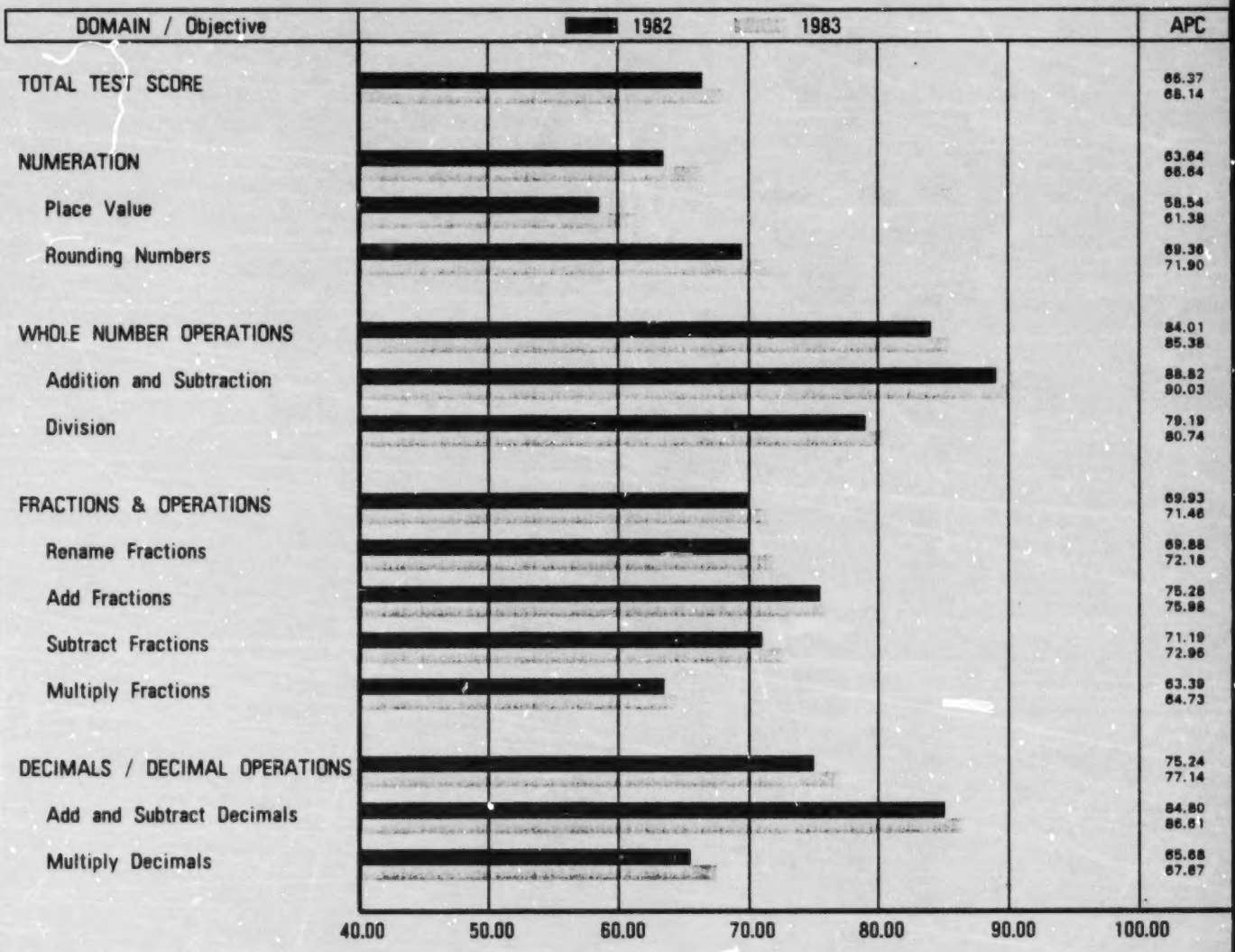
Louisiana State Assessment Program

Figure 23
Annual Comparisons
Grade 7 - Writing

Comparisons between 1982 test results and 1983 test results are not included because of test revisions. Approximately 25 percent of the material was revised and test content was "leveled." That is, some objectives which measured lower grade level skills were replaced by objectives at the grade level tested.

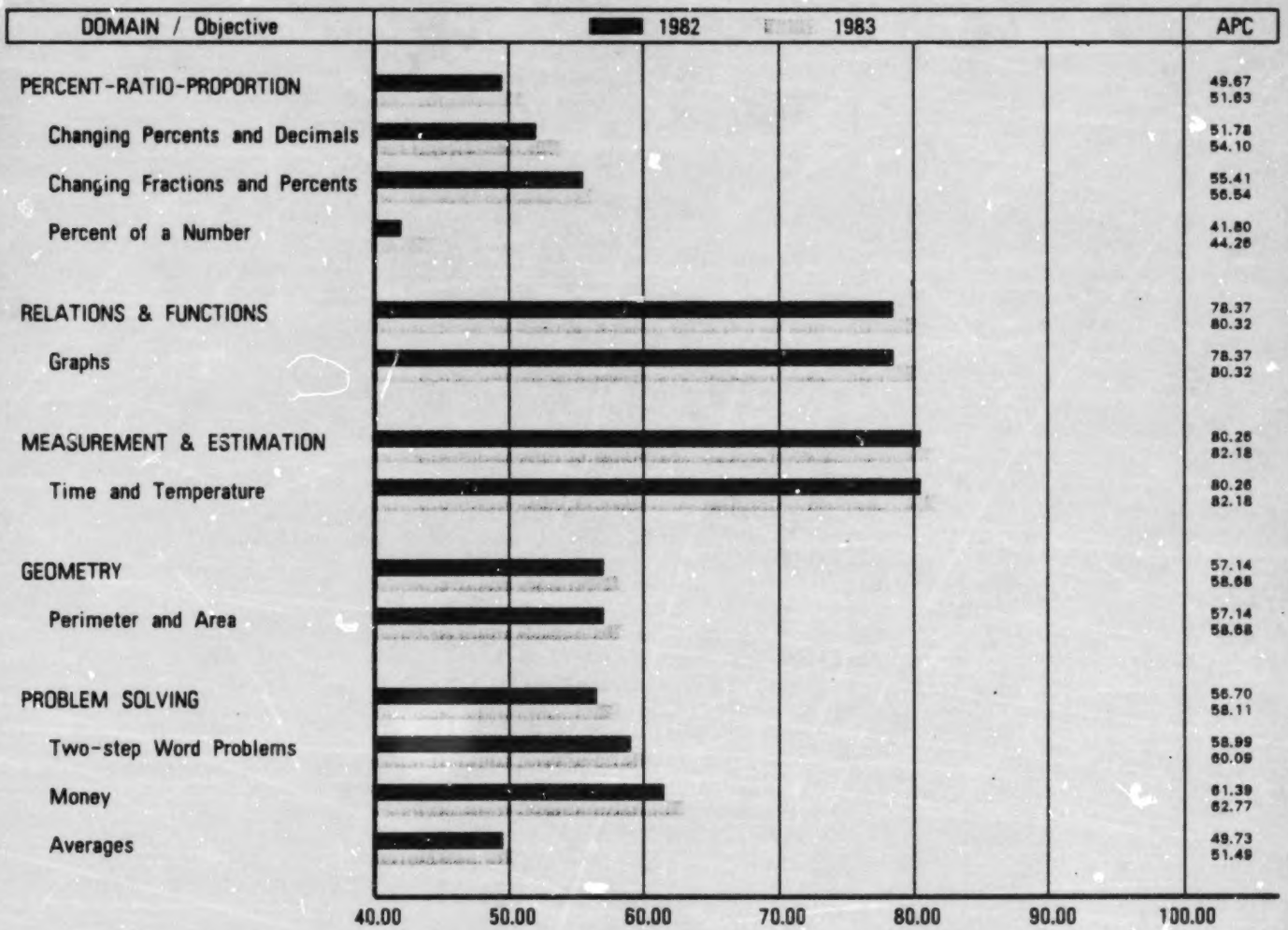
Louisiana State Assessment Program

Figure 24
Annual Comparisons
Grade 7 - Mathematics



Louisiana State Assessment Program

Figure 24 (continued)
Annual Comparisons
Grade 7 - Mathematics



LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 READING

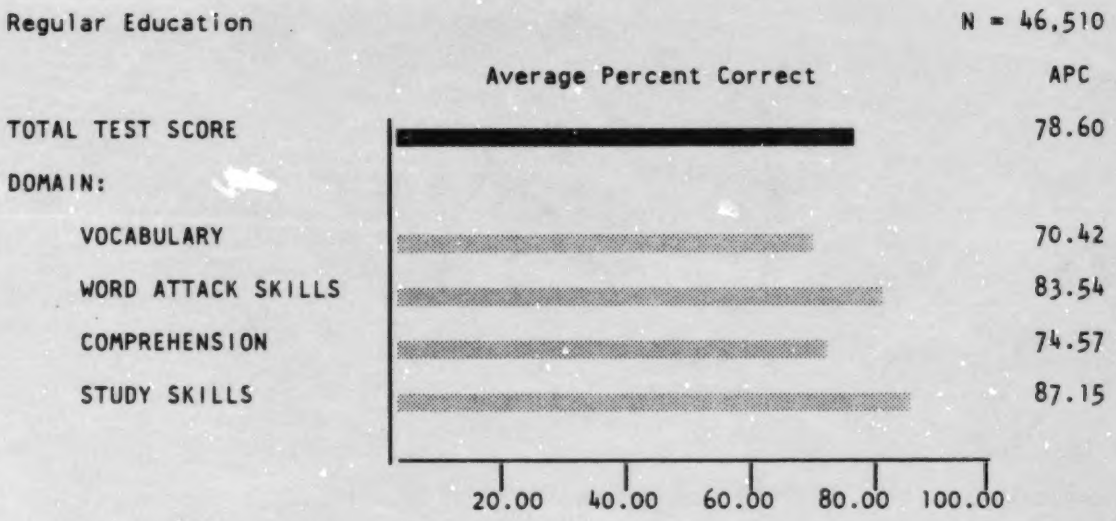


FIGURE 25: Reading Total Test and Domain Totals

SUMMARY OF READING PERFORMANCE

The reading test at the tenth grade level assessed four domains as did the seventh grade reading test. The average percent correct for the Reading total test was 3.23 percentage points lower than the performance reported on the 7th grade reading test. However, the total Reading test score improved by 1.34 percent over the 1980–81 Reading Assessment performance. Of the four domains, "Study Skills" showed the highest performance at 87.15 percent and "Vocabulary" had the lowest average percent correct with 70.42 percent. "Word Attack Skills" (83.54%) had the second highest percent correct followed by "Comprehension" (74.57%).

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 READING

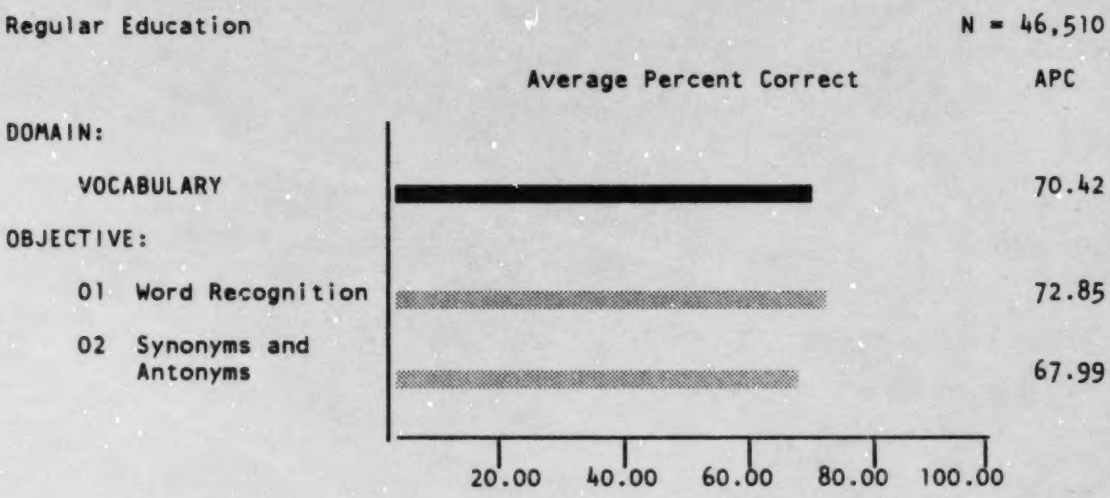


FIGURE 26: Domain Performance: Vocabulary

VOCABULARY

The domain of "Vocabulary" improved by approximately 2 percent from the 1980–81 Reading Assessment. Two objectives were used to measure this domain. The objective "Word Recognition" (72.85%) was assessed by asking students to identify the meaning of words. The second objective, "Synonyms and Antonyms" (67.99%), was about 10.4 percentage points lower than the total Reading test score. This clearly indicates a problem area. For this objective, students were asked to choose words that either mean the same as or the opposite of the words given.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 READING

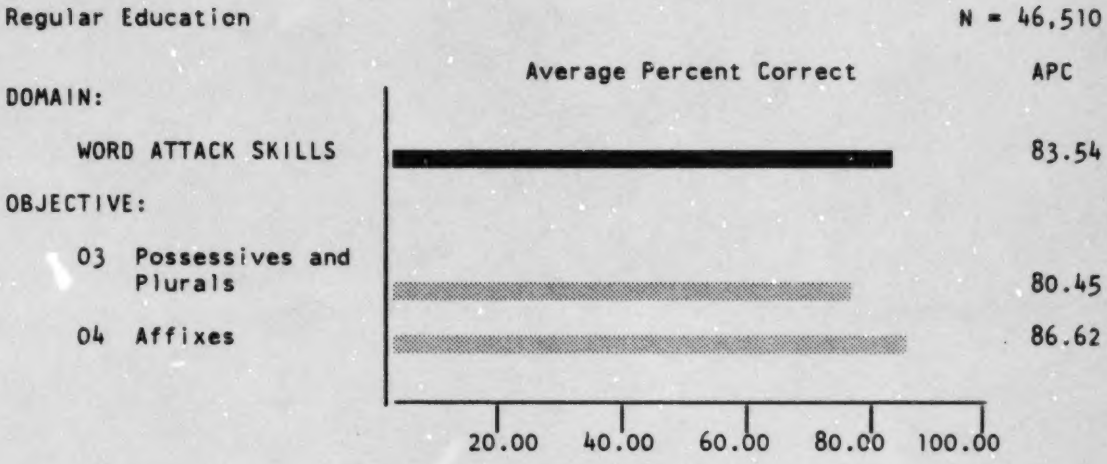


FIGURE 27: Domain Performance: Word Attack Skills

WORD ATTACK SKILLS

The domain, "Word Attack Skills," had two objectives. The average percent correct at the domain and objective levels were well above the total reading test score. The objective, "Affixes" (86.62%), showed a very high performance. This objective was tested by asking students to select which word part could be used to complete a word. The objective, "Possessives and Plurals," had a 6.2 percent lower performance than "Affixes" (86.62%). This objective was tested by asking students to choose the word that correctly completes each sentence.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 READING

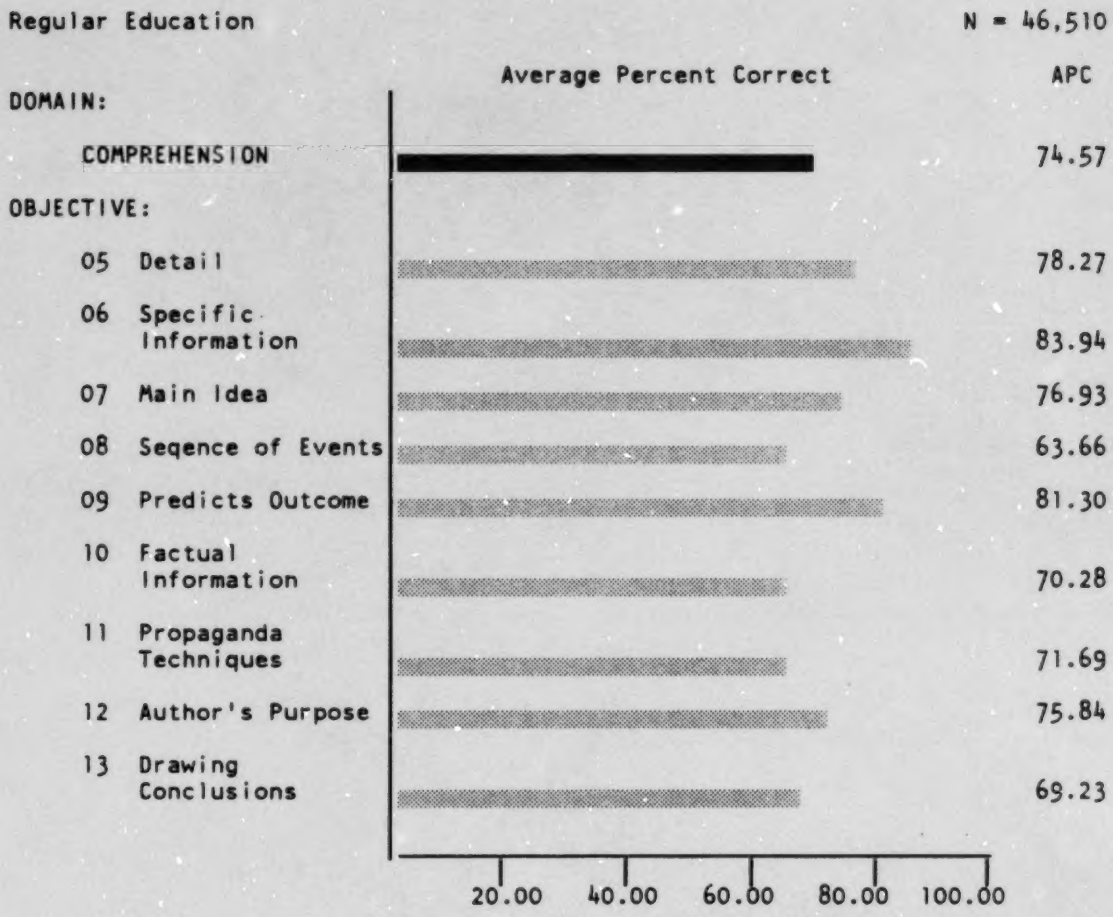


FIGURE 28: Domain Performance: Comprehension

COMPREHENSION

"Comprehension" is the largest domain within the reading test. Nine objectives are included in the domain. The objective, "Specific Information" (83.94%), had the highest average percent correct of this domain, while "Sequence of Events" showed the lowest performance among the nine objectives. The objective, "Predicts Outcomes" (81.30%), reported the second high score among the objectives within this domain. Five objectives had midrange scores. These were "Detail" (78.27%), "Main Idea" (76.93%), "Author's Purpose" (75.84%), "Propaganda Techniques" (71.69%), and "Factual Information" (70.28%). For all objectives, the students were required to read and then respond to questions related to a passage. The objective, "Author's Purpose," showed the greatest improvement over the previous two years of testing.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 READING

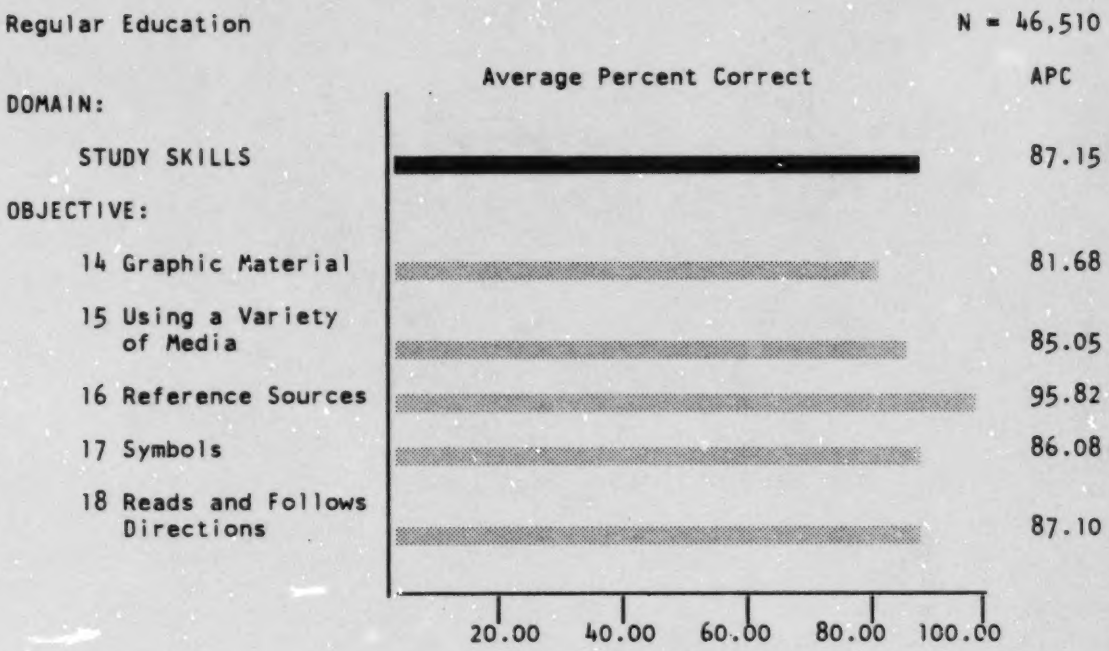


FIGURE 29: Domain Performance: Study Skills

STUDY SKILLS

The highest domain and objective performances were reported in "Study Skills." The average percent correct for this domain was 87.15 percent or approximately 8.55 percentage points higher than the reading total test score. The objective, "Using Reference Sources" (95.82%), had the highest performance reported in the reading test at the tenth and seventh grades. For the skill, students were to identify which reference sources would supply the appropriate information. The objective, "Reads and Follows Directions" (87.10%), ranked second among these objectives. The objective with the lowest average percent correct for this domain was "Graphic Material," with 81.68 percent. The objective, "Reads and Follows Directions" (87.10%), had a score almost identical to the domain average.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 WRITING

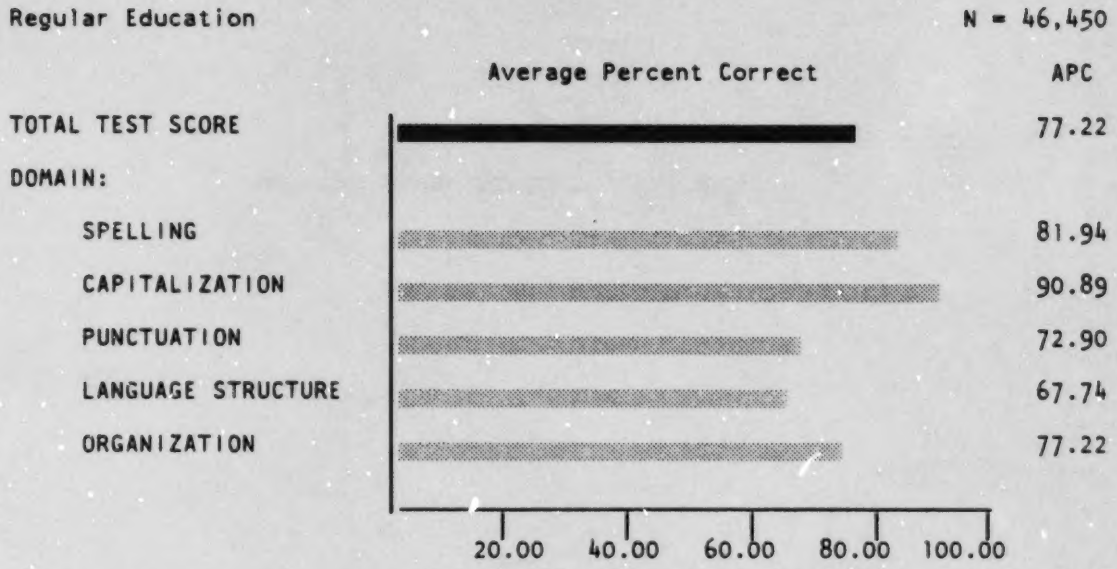


FIGURE 30: Writing Total Test and Domain Totals

SUMMARY OF WRITING PERFORMANCE

The grade 10 Writing Assessment was revised from the previous years of 1981-82. As in the previous years, 15 objectives were used to assess students' performance in five domains. However, considerable changes were made in the objectives and items used. As with the grade 7 Writing Assessment, no comparisons can be made between this year's performance and previous scores. The total Writing test score was 77.22 percent or 4.5 percent lower than the grade 7 performance level. The range in performance among the domains was from a high of 90.89 percent in "Capitalization" to a low of 67.74 percent in "Language Structure."

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 WRITING

Regular Education N = 46,450

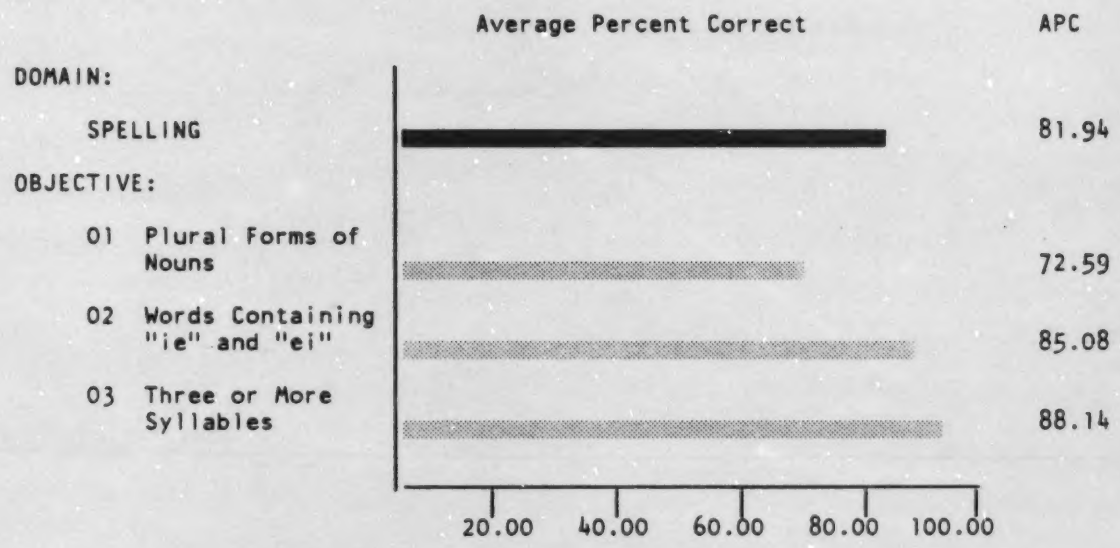


FIGURE 31: Domain Performance: Spelling

SPELLING

The average percent correct in the domain "Spelling" was 4.72 percent higher than the writing total test average. Among the three objectives used to assess this domain, "Plural Forms of Nouns" (72.59%) showed the lowest performance. For this objective, students were asked to choose the correct plural form of a noun that best completed a sentence. The average percent correct for "Spells Words Containing ie and ei" (85.08%) and "Spells Three or More Syllable Words" (88.14%), were 3 and 6 percent above the domain average respectively. In both objectives, students were asked to identify the correctly spelled word that completed a sentence.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 WRITING

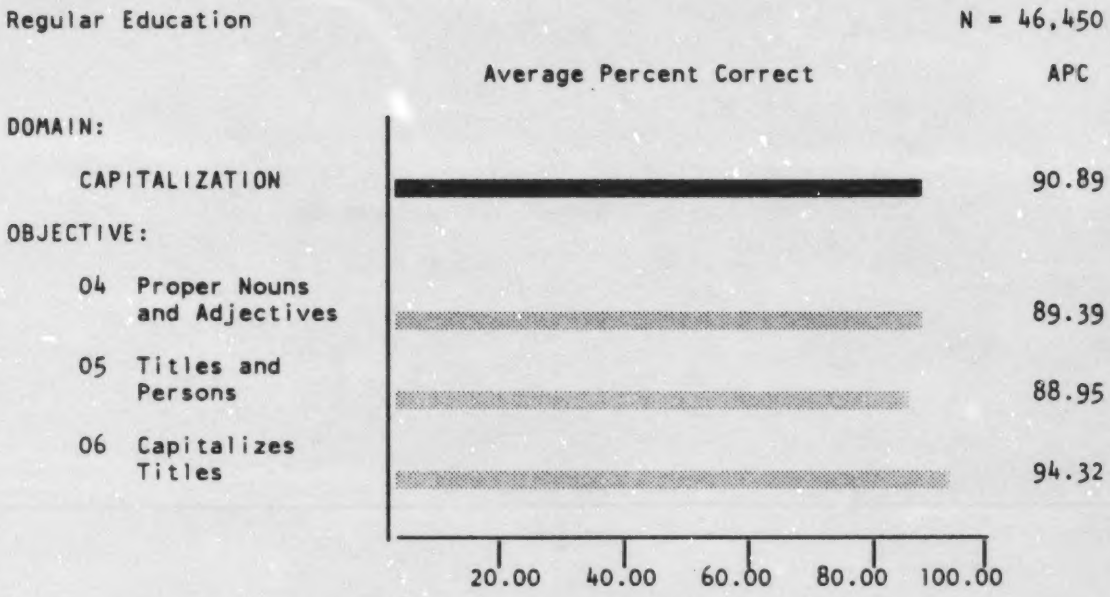


FIGURE 32: Domain Performance: Capitalization

CAPITALIZATION

Three objectives were used to assess the domain "Capitalization." The average percentages for this domain and the objectives were higher than any of the other objectives on the writing test. "Proper Nouns and Adjectives" (88.95%) had very similar percentages. The objective, "Capitalizes Titles," reported the highest average of 94.32 percent. For each of these objectives, the students were to capitalize words that should be capitalized in a sentence.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 WRITING

Regular Education N = 46,450

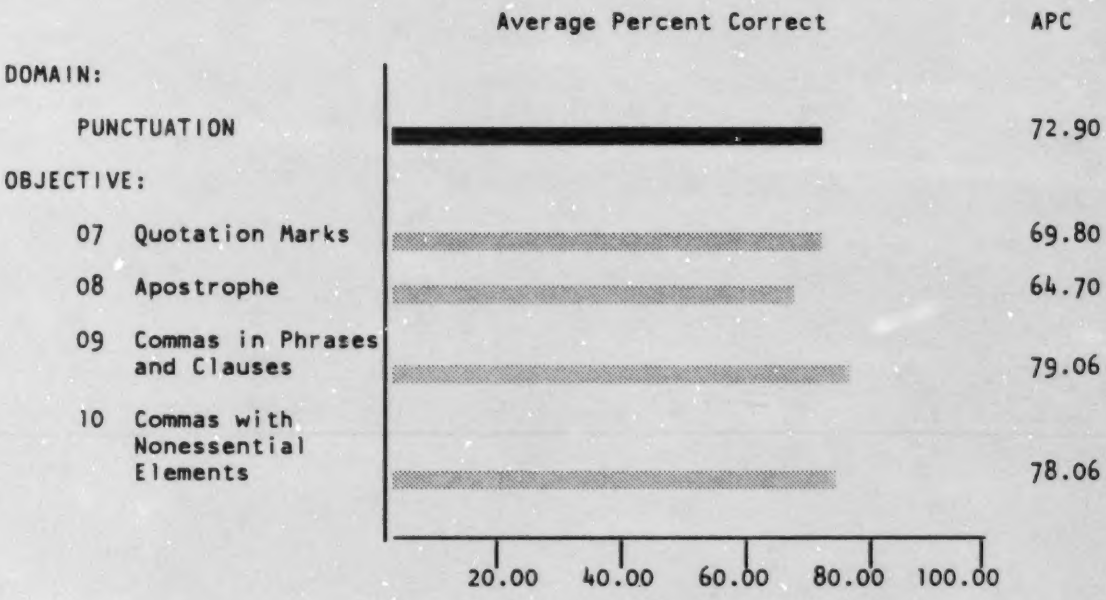


FIGURE 33: Domain Performance: Punctuation

PUNCTUATION

The domain of "Punctuation" had four objectives. Two objectives were aimed at the use of commas. "Using Commas in Phrases and Clauses" showed the highest percent correct with 79.06 percent, followed closely by "Using Commas with Nonessential Elements" (78.06%). "Quotation Marks" (69.80%) had a higher average percent correct than did "Use of the Apostrophe" (64.70%). For each item within these objectives, students were to identify the correctly punctuated sentence.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 WRITING

Regular Education N = 46,450

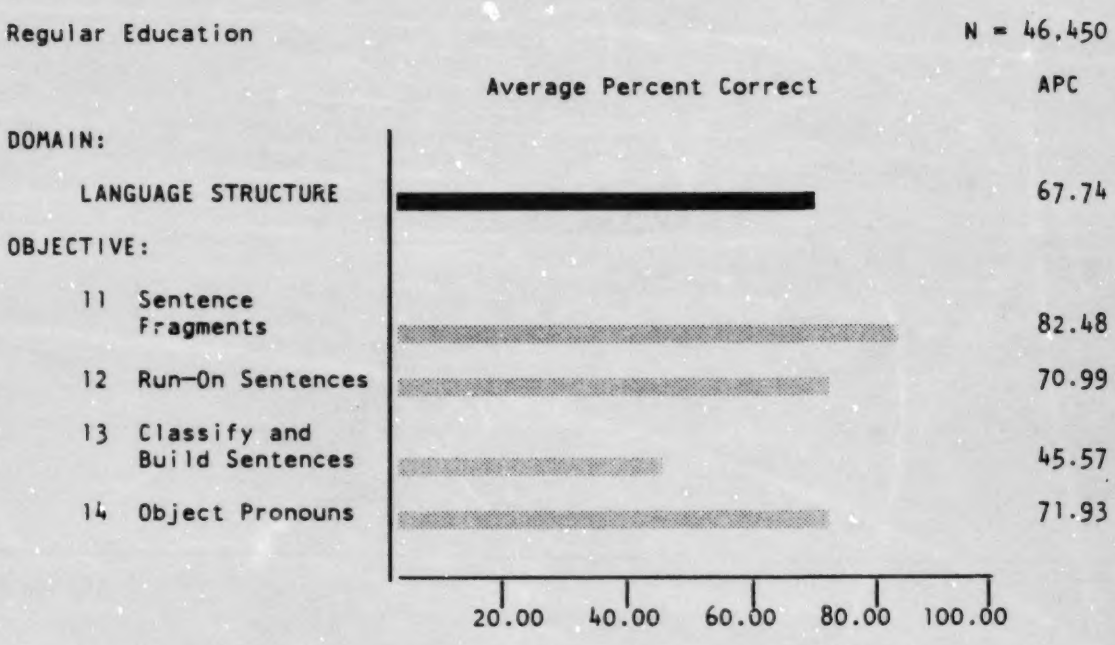


FIGURE 34: Domain Performance: Language Structure

LANGUAGE STRUCTURE

The domain, "Language Structure," contained four of the most difficult objectives within the writing total test. The average percent correct for the domain was 67.74 percent, or approximately 10 percent lower than the "Total Test Average" (77.22%). However, on one objective "Sentence Fragment" (82.48%), the student performance was higher than the total test average. In this objective, students were to select the sentence fragment from a group of words. Closely paralleling "Sentence Fragments" was the objective "Run-on Sentences." Student performance was considerably lower with 70.99 average percent correct.

The objective, "Classify and Build Sentences," reported the lowest performance on the writing test with 45.57 average percent correct. As with the previous objective "Run-on Sentences," students were asked to identify, from a group of words, which sentences were either compound or simple sentences, sentence fragments, or run-on sentences. The assessment of the use of object pronouns included both singular and plural pronouns. The average percent correct for this objective was 71.93 percent, approximately 5.7 percent lower than the writing total test performance.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 WRITING

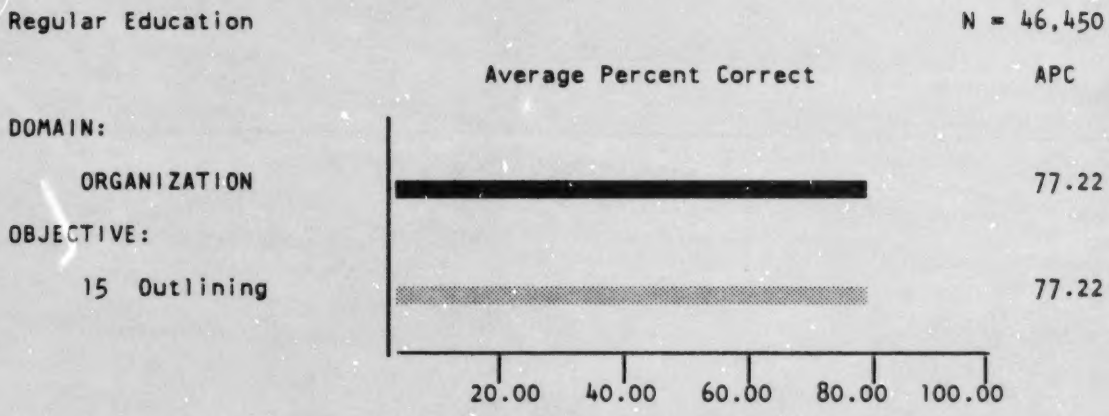


FIGURE 35: Domain Performance: Organization

ORGANIZATION

One objective was used to assess the domain, "Organization." Students were asked questions related to an outline that was provided on the test. The performance was identical to the total test performance in writing (77.22%).

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

Regular Education N = 46,202

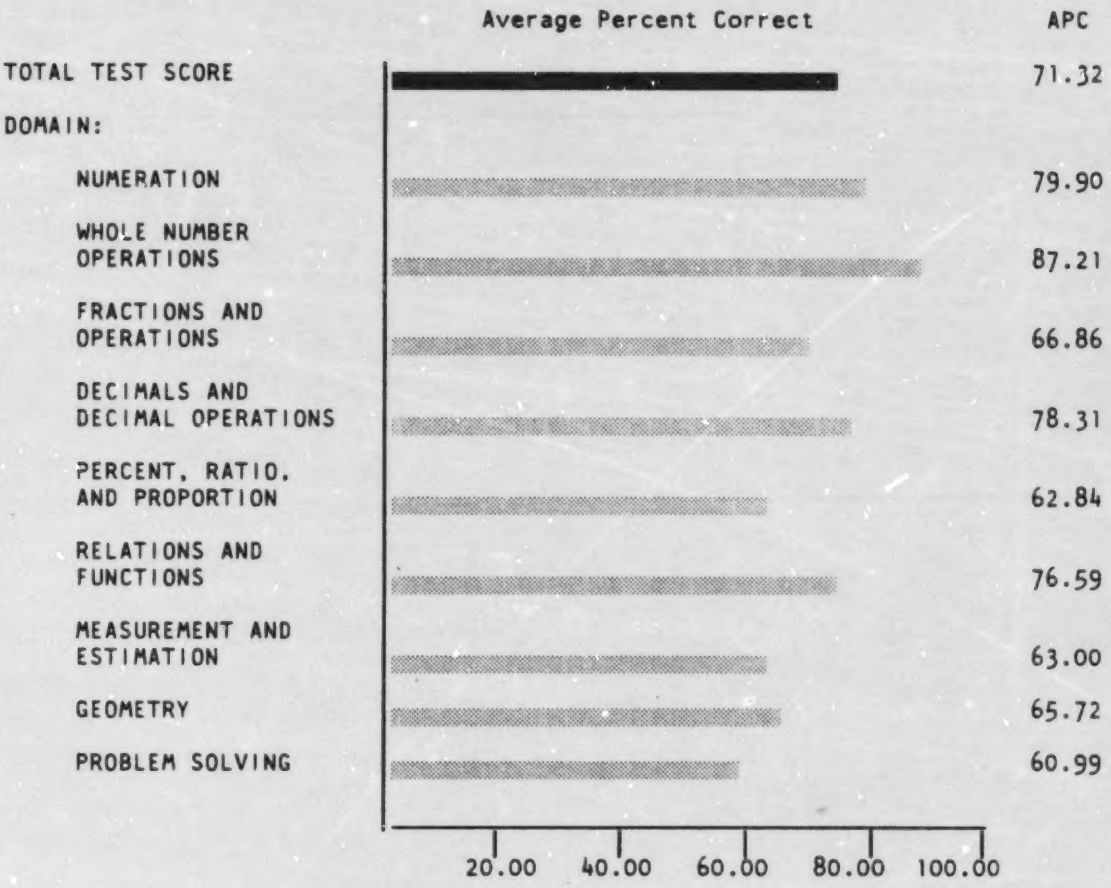


FIGURE 36: Mathematics Total Test and Domain Totals

SUMMARY OF MATHEMATICS PERFORMANCE

The grade 10 mathematics test had the largest number of objectives of any of the "Test Sections" within the Louisiana State Assessment. Twenty objectives were used to measure the mathematics test. The average percent correct was 71.32 percent. This performance, reflected a 1 percent increase above the previous year's assessment in mathematics and was over 3 percent higher than the grade 7 mathematics test performance level.

All of the domains showed an increase in the average percent correct of the 1981-82 Mathematics Assessment except two: "Measurement and Estimation" (63.00%) and "Problem Solving" (60.99%).

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

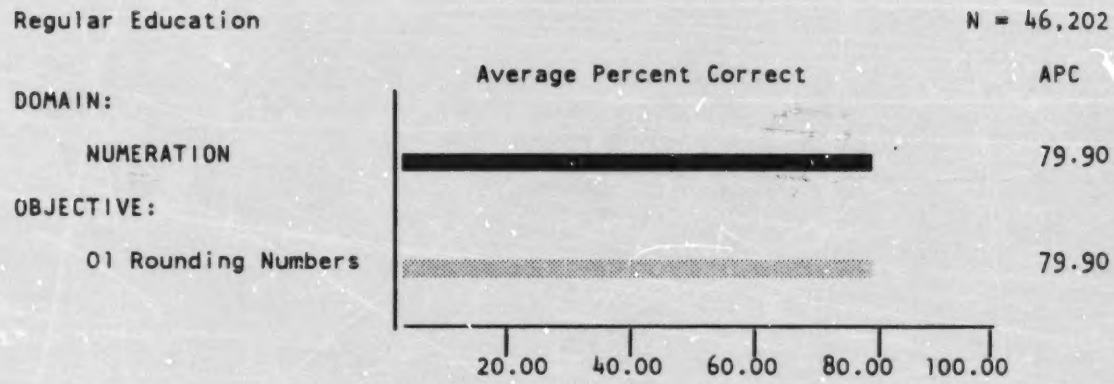


FIGURE 37: Domain Performance: Numeration

NUMERATION

Overall performance in "Numeration" was approximately 8.58 percentage points higher than the total test average. This was an increase of about 2 percent higher than the 1981-82 assesment results. One objective was used in measuring this domain, "Rounding Numbers." For the objective, students were to round numbers to any specified place value through one million.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

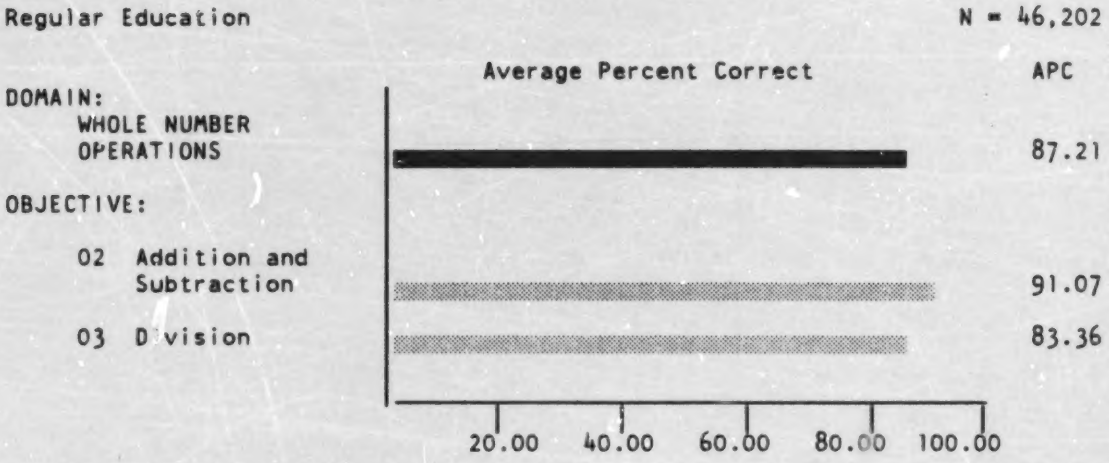


FIGURE 38: Domain Performance: Whole Number Operations

WHOLE NUMBER OPERATIONS

The domain of "Whole Number Operations" showed a 1 percent improvement over last year's assessment with 87.21 percent. This domain also had the highest average percent correct of the mathematics test domains. Of the two objectives used in this domain, "Add and Subtract Integers" (91.07%) reported the highest performance. The objective, "Multiply and Divide Integers," had an average percent correct of 83.36 percent, or 12 percent higher than the total test score. For both of these objectives, students were to solve problems either in addition and subtraction or multiplication and division.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

Regular Education N = 46,202

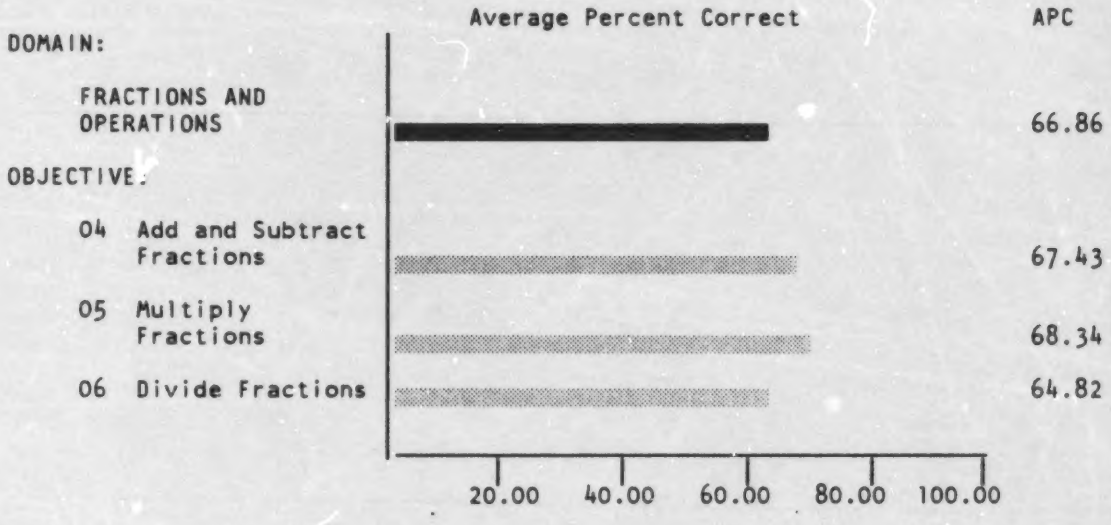


FIGURE 39: Domain Performance: Fractions and Operations

FRACTIONS AND OPERATIONS

The domain, "Fractions and Operations," improved by 2 percent from the 1981–82 assessment. "Add and Subtract Fractions" (67.43%) was tested by asking students to solve problems with fractions and whole numbers. Two other objectives, "Multiply Fractions" and "Divide Fractions," showed a lower performance. "Multiply Fractions" was 3 percent lower than the total test score yet reported an approximate 3 percent increase above the 1981–82 average percent. The objective, "Divide Fractions," had a 6.5 percent lower performance than the total test score. Both objectives were tested by asking students to either divide or multiply proper fractions using whole numbers mixed with fractions.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

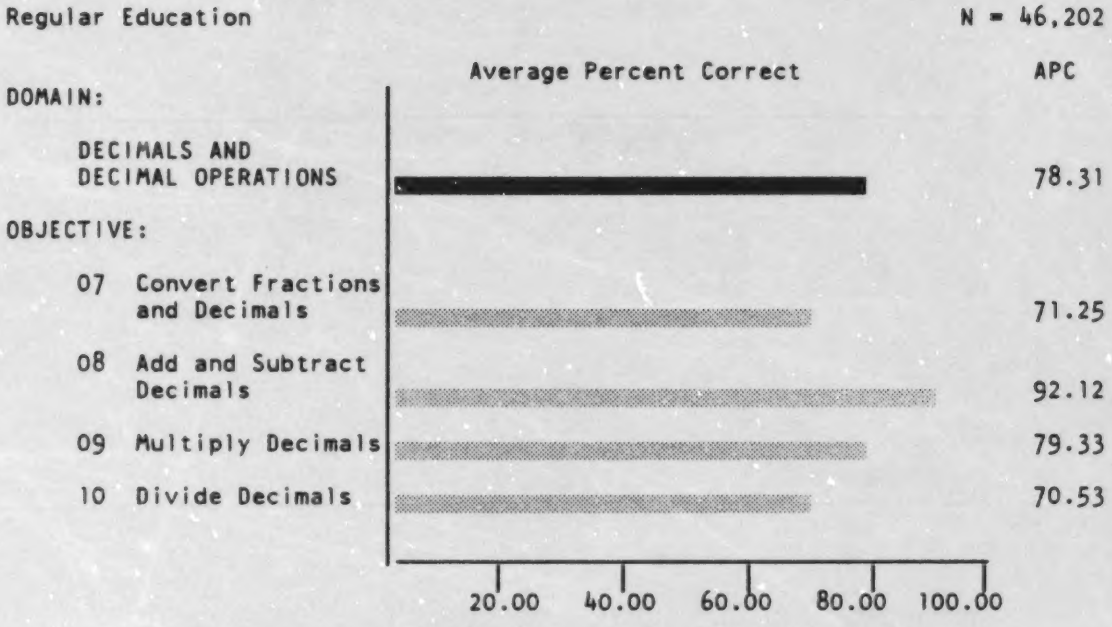


FIGURE 40: Domain Performance: Decimals and Decimal Operations

DECIMALS AND DECIMAL OPERATIONS

Student performance within the domain using "Decimals and Decimal Operations" was eight percentage points higher than the total test score for mathematics and 2.25 percent higher than the previous year's performance. Overall, two objectives had higher scores than the domain average percent correct. "Add and Subtract Decimals" had the highest objective score with 92.12 percent, 21 percent higher than the total test score. "Multiply Decimals" had a high average percent correct of 79.33. The lowest score among the objectives within this domain was "Divide Decimals" (70.53%). All three of these objectives asked students to solve problems using decimals either by adding and subtracting or multiplying or changing decimals.

A fourth objective, "Convert Fractions and Decimals" (71.25%) was slightly below the total test average. For this objective students were to change fractions to decimals or decimals to fractions in lowest terms.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

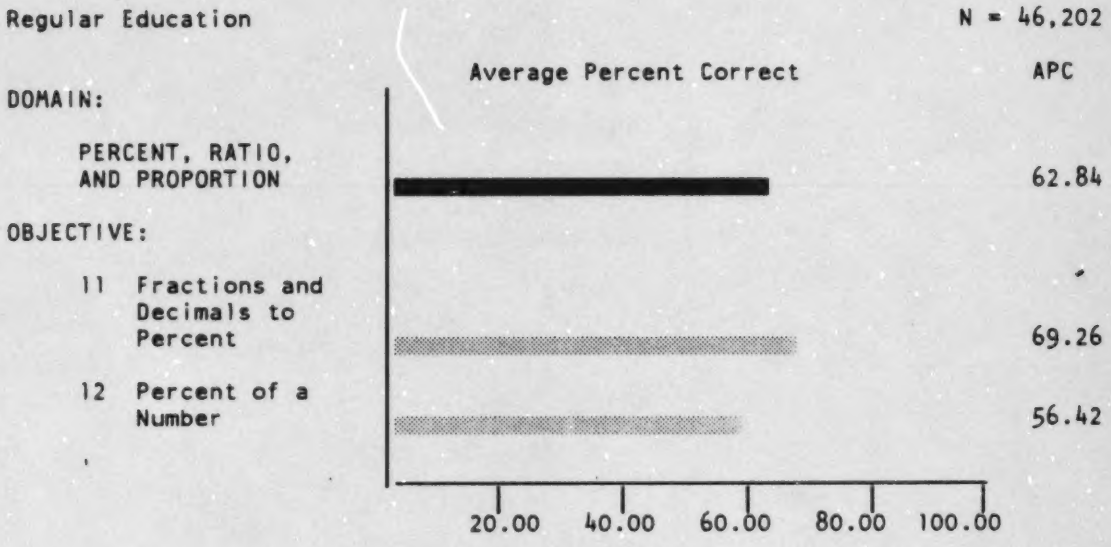


FIGURE 41: Domain Performance: Percent, Ratio, and Proportion

PERCENT, RATIO, AND PROPORTION

Two objectives were used to measure the domain, "Percent, Ratio, and Proportions." The domain score (62.84%) was approximately 8.5 percentage points lower than the total test score. These skills are tied closely to the previous domain, "Decimals and Decimal Operations." One objective required students to change fractions and decimals to percent. The performance (69.26%) was slightly lower than the total test average. The second objective, "Finding the Percent of a Number," was almost 15 percent below the total test score. However, this reflected a 2 percent improvement over last year's assessment. For this objective, students were to calculate the percent of a number.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

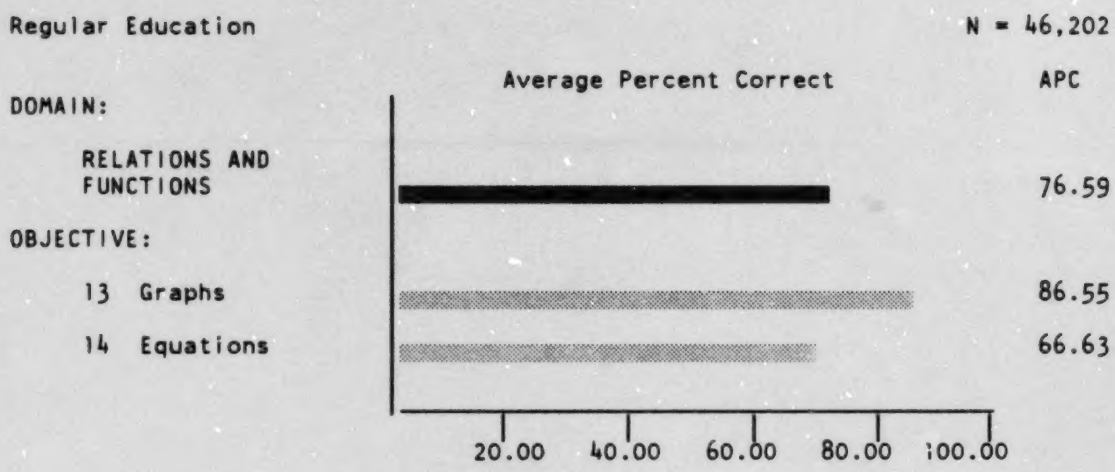


FIGURE 42: Domain Performance: Relations and Functions

RELATIONS AND FUNCTIONS

The domain, "Relations and Functions," reported an average percent correct of 76.59 percent, a 1.5 percent increase from 1981-82. The objective, "Using Graphs," had a score of 86.55 percent, over 15 percent above the total Mathematics test score. Students were provided graphs and were asked questions related to the information on the graph. For a second objective, "Using Equations," students were given equations and asked to calculate the value of an unknown using the formula. Student performance was below the domain average, yet reflected an improvement of 1.65 percent above last year's assessment score in mathematics.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

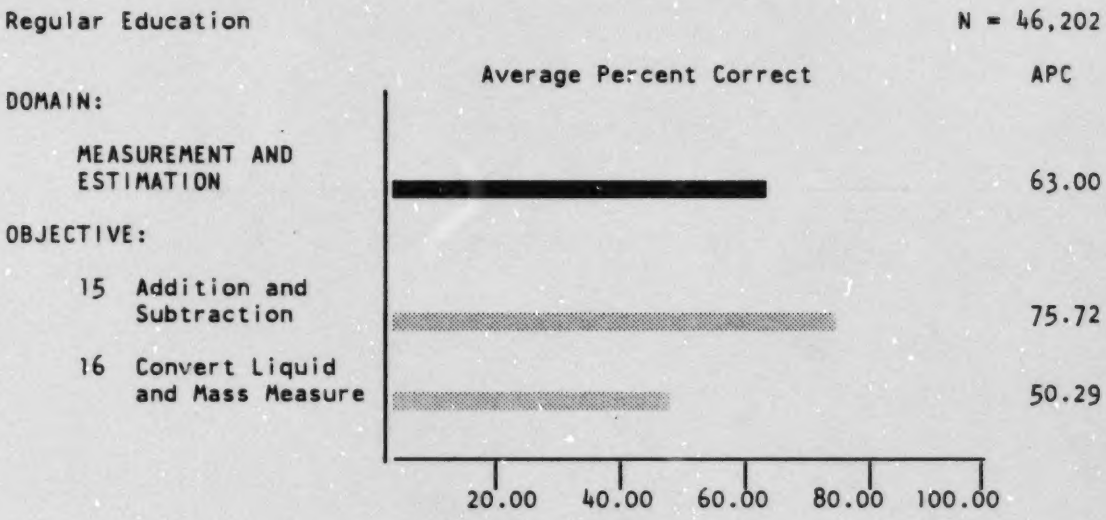


FIGURE 43: Domain Performance: Measurement and Estimation

MEASUREMENT AND ESTIMATION

This domain, "Measurement and Estimation," (63.00%) reported one of the lowest scores among the domains and objectives used in the mathematics assessment. Two objectives were used to measure the domain. One, "Add or Subtract Measurement," had an average percent correct of 75.72 percent, or about 3.4 percent above the total test score. A second objective, "Convert Liquid and Mass Measurements," reported the lowest average percent correct of any objective with 50.29 percent. This reflected a decrease in the State average percent correct of almost 1 percent from the 1981-82 assessment.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-82
GRADE 10 MATHEMATICS

Regular Education N=46,202

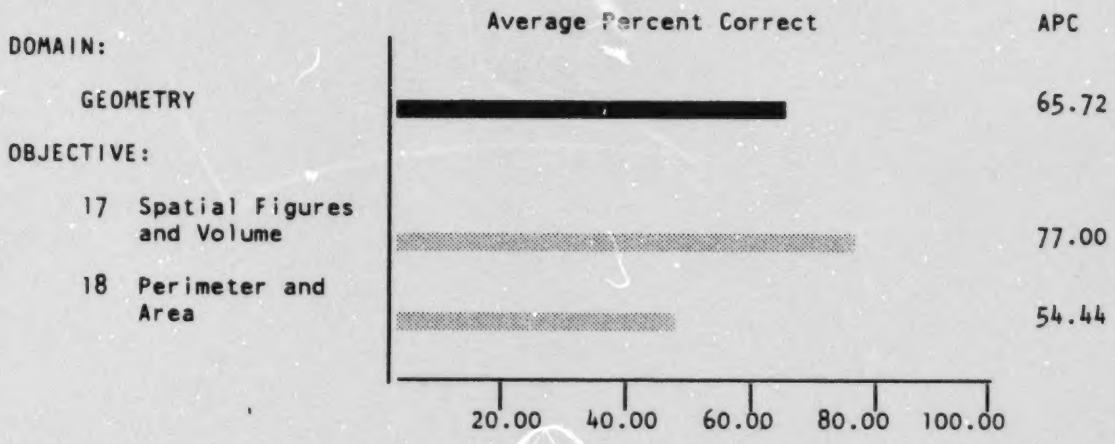


FIGURE 44: Domain Performance: Geometry

GEOMETRY

The domain, "Geometry," contained two objectives, both of which required students to identify common spatial figures and to calculate the volume, perimeter, or area of various geometric figures. The overall performance in this domain improved only slightly above last year's assessment results. The domain average percent correct (65.72%) was 5.6 percent lower than the total test average. "Identify Spatial Figures" and "Calculate Volume" had the highest average percent correct with 77.00 percent. This score reflects a very slight increase of .07 percent from last year's average percent correct. The objective, "Calculating the Perimeter and Area," was considerably lower with 54.44 percent.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83
GRADE 10 MATHEMATICS

Regular Education N = 46,202

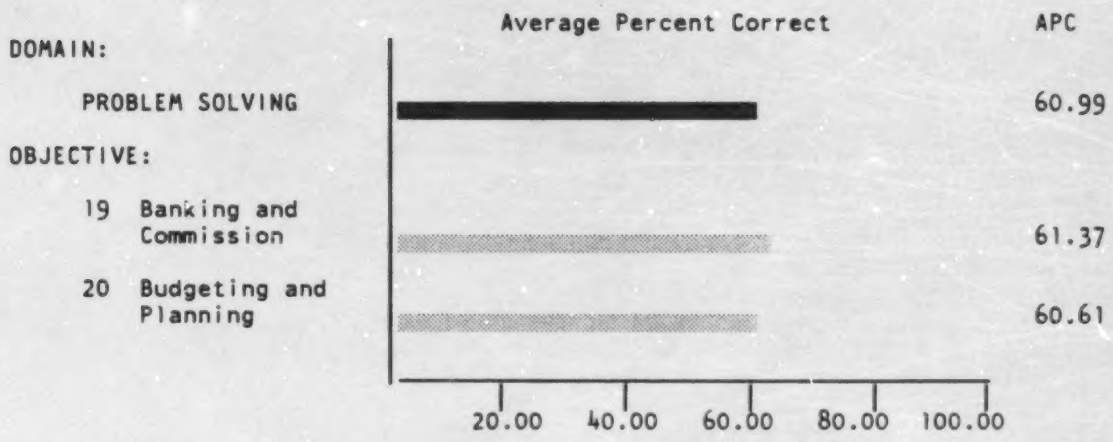


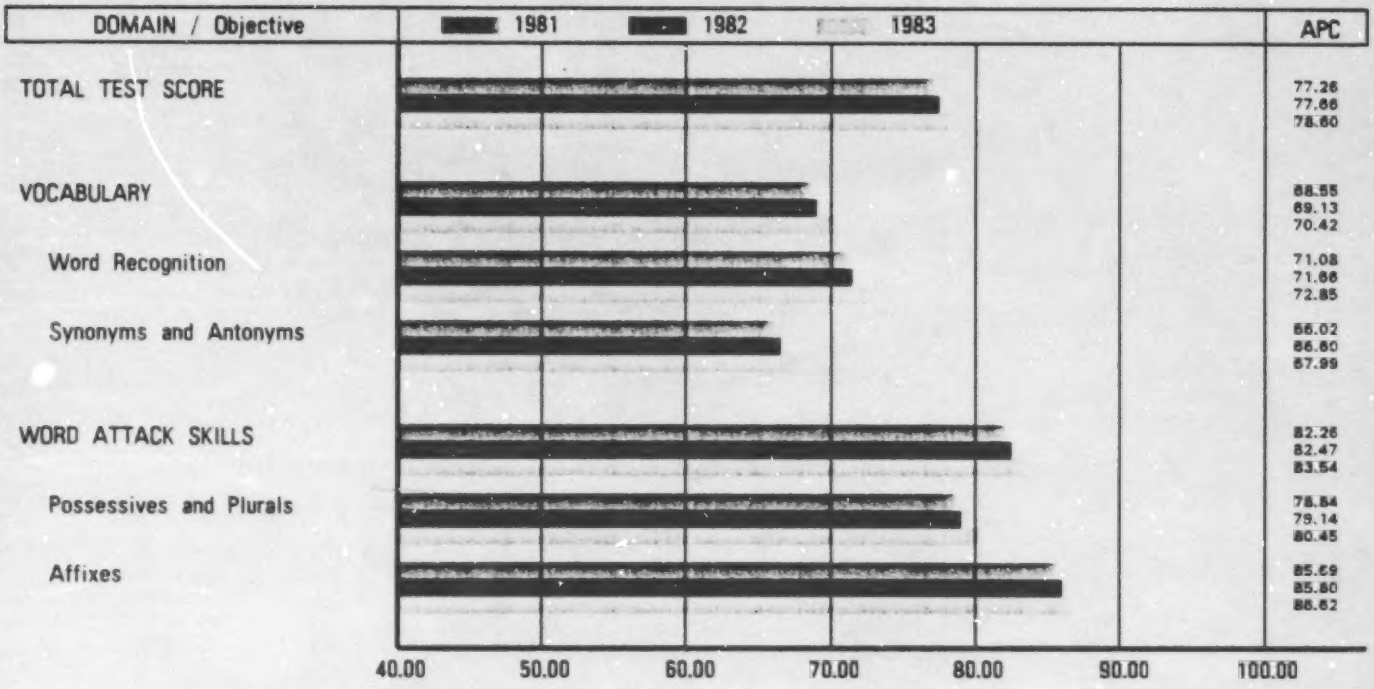
FIGURE 45: Domain Performance: Problem Solving

PROBLEM SOLVING

The average percent for this domain was 60.99 percent, or about 10.5 percent below the total Mathematics test score of 71.32 percent. This domain reported a decline in performance by 1.5 percentage points. Two objectives were used to measure this domain. The objective, "Banking and Commission," included consumer related problems. The average percent was 61.37 percent. A second objective, "Budgeting and Planning" (60.61%), was almost 2 percent lower than the previous year's score. For this objective students were asked to budget small amounts of money.

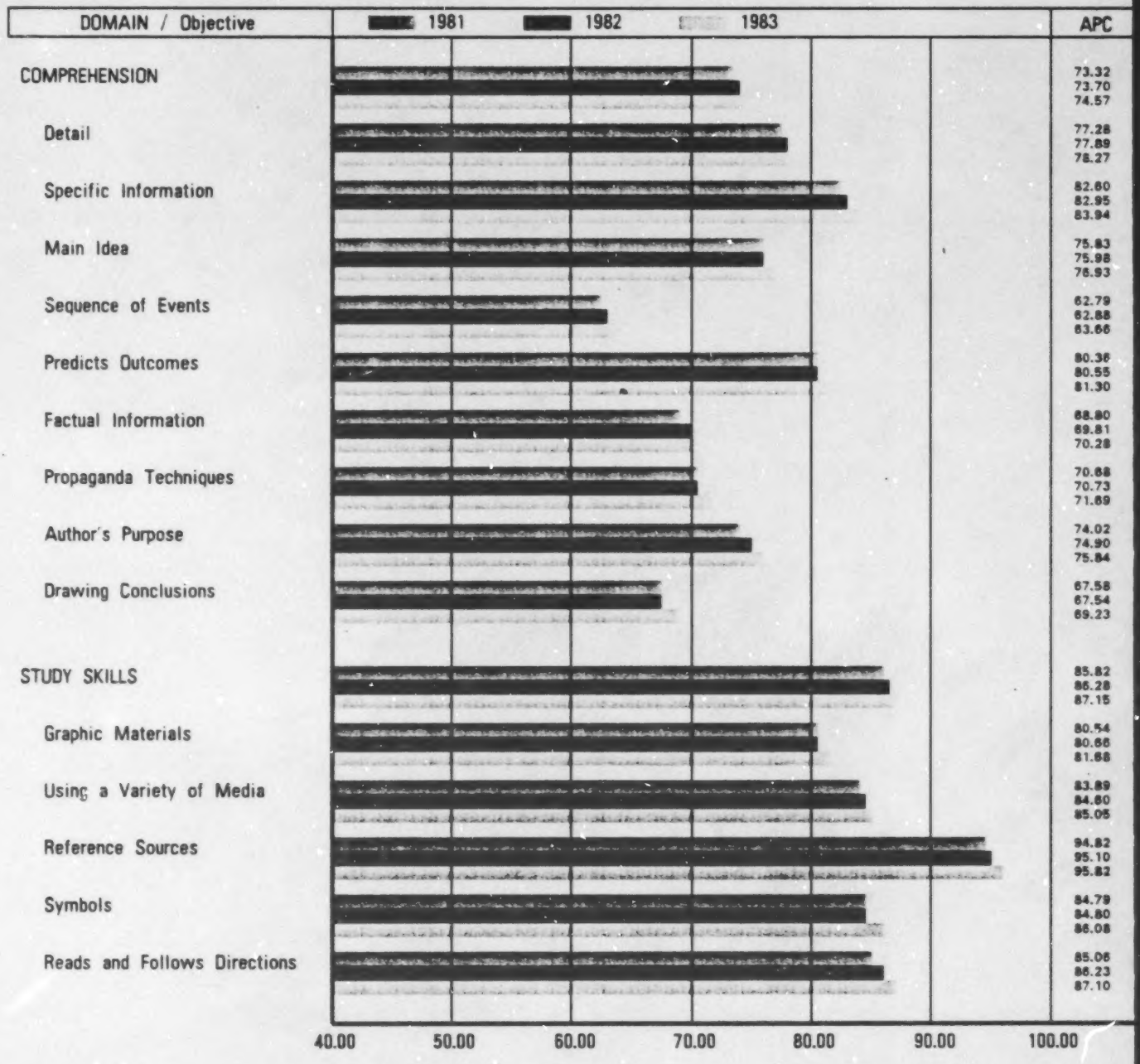
Louisiana State Assessment Program

Figure 46
Annual Comparisons
Grade 10 - Reading



Louisiana State Assessment Program

Figure 46 (continued)
Annual Comparisons
Grade 10 - Reading



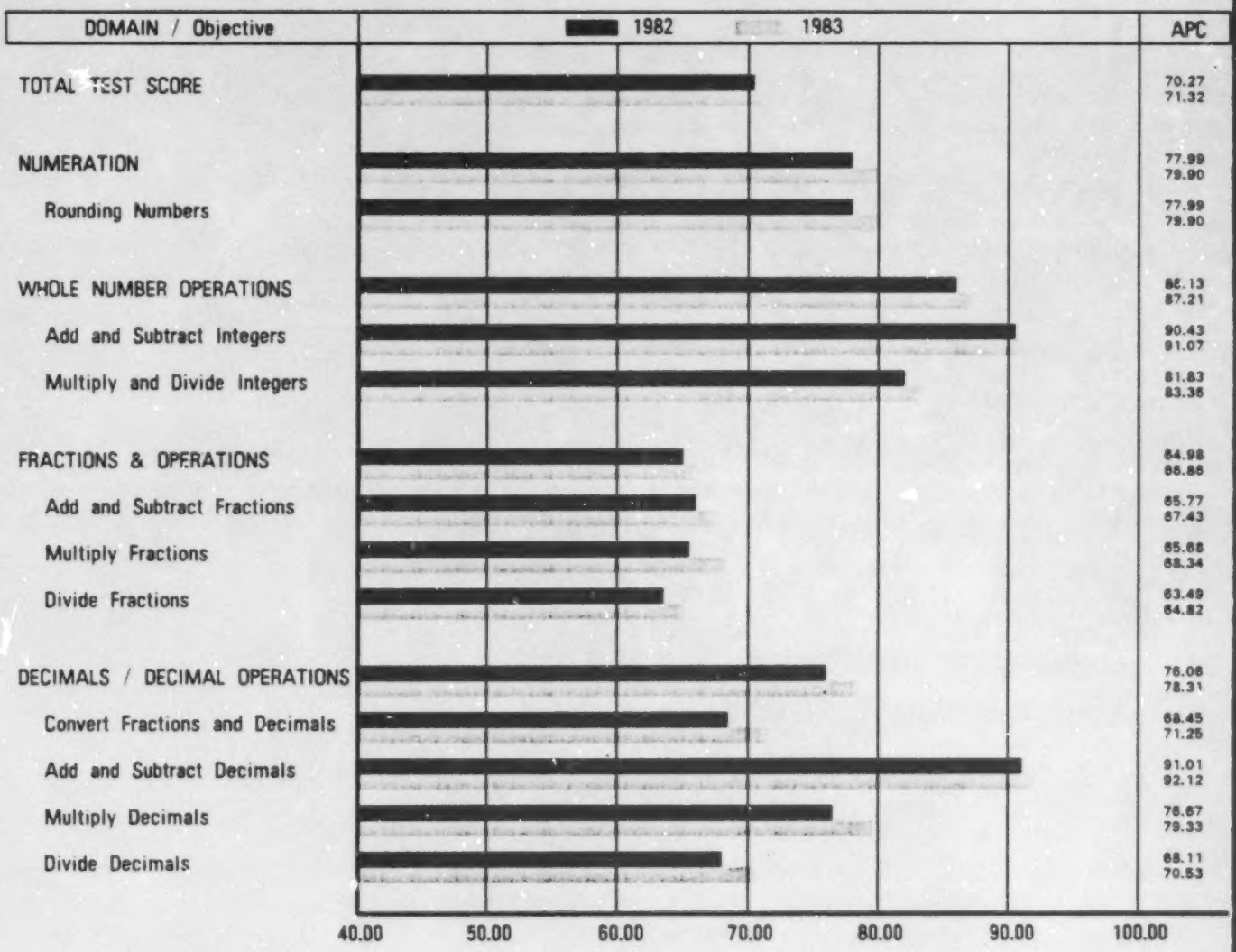
Louisiana State Assessment Program

Figure 47
Annual Comparisons
Grade 10 - Writing

Comparisons between 1982 test results and 1983 test results are not included because of test revisions. Approximately 25 percent of the material was revised and test content was "leveled." That is, some objectives which measured lower grade level skills were replaced by objectives at the grade level tested.

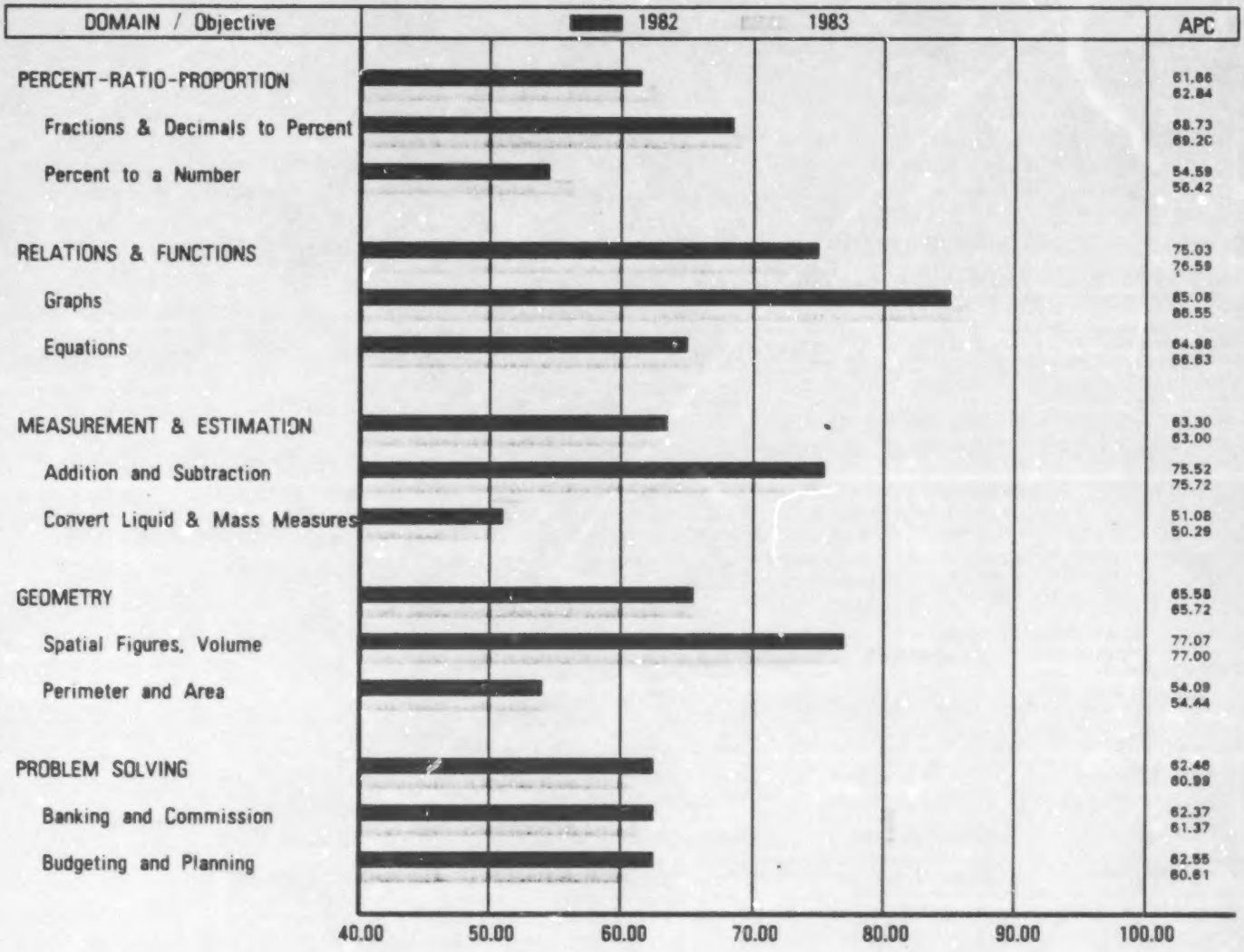
Louisiana State Assessment Program

Figure 48
Annual Comparisons
Grade 10 - Mathematics



Louisiana State Assessment Program

Figure 48 (continued)
Annual Comparisons
Grade 10 - Mathematics



Section III

Writing Exercise Results for Grades 3, 7, and 10

REPORTING PROCEDURES

(Writing Exercises)

Writing exercises were assessed by scoring a 5 percent sample of student writing at grades 3, 7, and 10. Louisiana classroom teachers were trained in the Primary Trait Scoring System. This system of scoring writing tests is an adaptation of the Primary Trait Scoring System developed by the National Assessment of Educational Progress. The primary traits measured in the writing exercise assessment were description, narration, exposition, and persuasion. For example, to produce successfully a descriptive mode of writing, there are certain characteristics that must be evidenced and can be defined. Descriptive writing involves the effective use of modifying elements and sensory descriptive terms. The writing will be improved with additional elaboration.

The features that will contribute to the successful completion of a particular primary trait must be identified in terms of their importance. These definitions then become the scoring criteria. The primary trait score essentially indicates whether or not a sample of writing contains the trait it must have to accomplish the purpose. The LSAP used the point scale below to score the sample of writing exercises for primary traits:

0 – No response, illegible response, illiterate response, or misunderstood task

1 – Writing that is below minimum standards

2 – Writing that is at the level of minimum standards

3 – Writing that is above minimum standards

For reporting purposes, all responses receiving a score of two or three were reported as "Percent Scoring at or Above Minimum."

In addition to the primary trait, the four secondary traits were also described:

Syntax
Spelling
Capitalization
Punctuation

These secondary traits were scored separately. The minimum standards were determined by the standards in the writing document, Bulletin 1502.

The following point scale was used to score the secondary traits:

1 – Below Minimum
2 – Minimum
3 – Above Minimum

WRITING EXERCISE RESULTS

Grade 3

The writing exercise instrument assessed the performance of Louisiana third grade students in two domains:

I. Descriptions
II. Narration

Three writing exercise items were administered to all students in grade 3. A 5 percent sample was scored and State level results were reported. The primary trait, "Narration," had the highest percentage of students in the sample scoring at or above the minimum performance level with 92.09 percent. The primary trait, "Description," had the lowest percentage of students scoring at or above the minimum performance level.

Grade 7

The writing exercise test for the seventh grade students assessed their performance in two domains:

I. Narration
II. Exposition

Two writing exercise items were administered to all seventh grade students. A 5 percent sample was likewise scored and State level results were reported. Less than half of the seventh grade student scored at or above the State minimum on both domains. Performance was higher in the primary trait, "Narration," with 77.94 percent of the sample scoring at or above the minimum performance level. The second primary trait, "Exposition," had slightly over 39 percent of the seventh grade sample scoring at or above the minimum performance level.

Grade 10

Two domains were used to assess the tenth grade writing exercise section of the Louisiana State Assessment Program. These were the following:

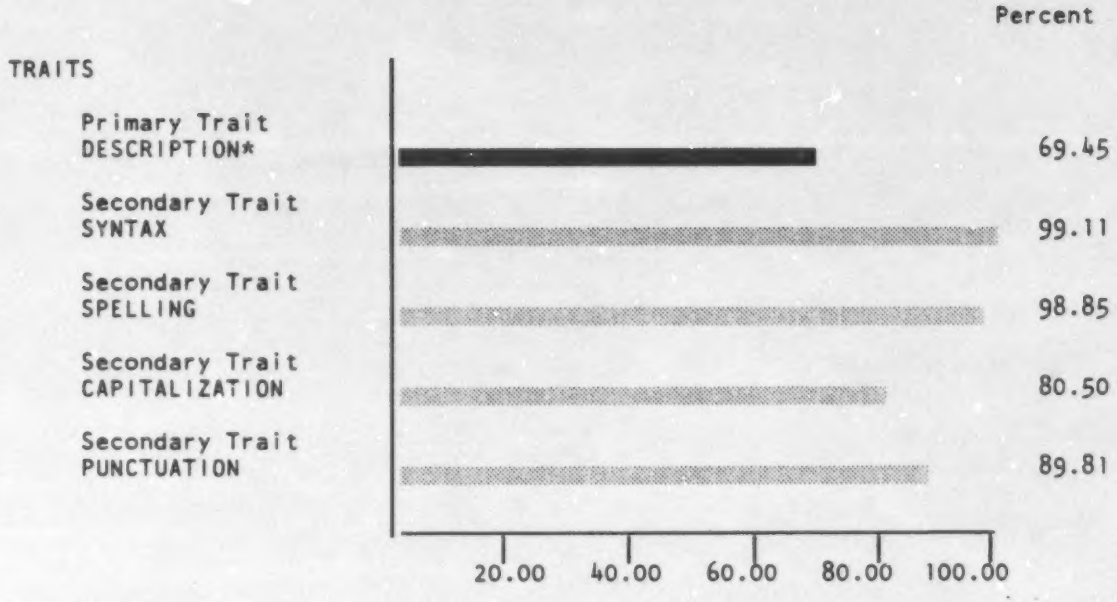
I. Exposition
II. Persuasion

As in the seventh grade test, two writing exercise items were administered to all students in the tenth grade. A 5 percent sample was also scored, and State level results were reported. The tenth grade sample showed that students performed considerably higher on the primary trait, "Persuasion," with over 72.24 percent scoring at or above the minimum performance level. Again, as seventh grade, the tenth grade scored lower in the primary trait, "Exposition," with 55.91 percent achieving a score at or above the minimum performance level.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83

GRADE 3 STATEWIDE TOTALS

WRITING EXERCISE - ITEM 1
Percent Scoring at or Above Minimum



*Students were asked to use words to designate location.

FIGURE 49

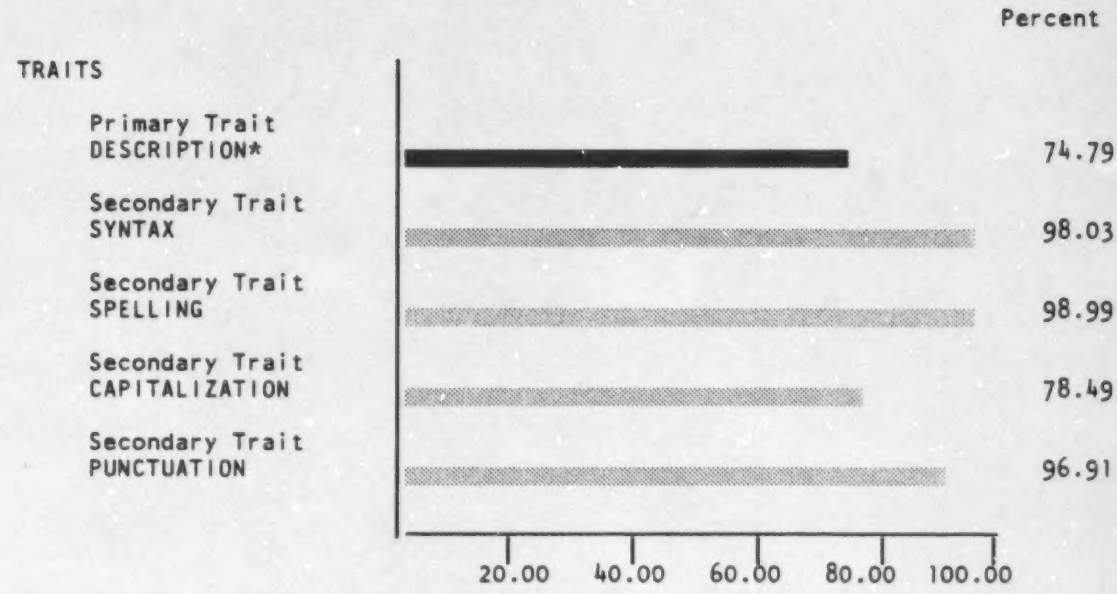
SUMMARY OF GRADE 3 STUDENT
WRITING EXERCISE - ITEM 1

Approximately 69 percent of the students scored on Item 1 at or above the minimum performance level on the primary trait of "Description." A higher score was reported for the secondary trait of "Spelling" (99.1%). A midrange score of 98.8 was recorded for "Punctuation." A lesser percentage of students scored at or above the minimum performance level on the secondary trait of "Capitalization" (80.5%). Overall, the student performance showed a decrease below last year's writing exercise assessment on this item. This item was designed to assess how well students described the location of a given person, place, or thing using prepositional phrases.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83

GRADE 3 STATEWIDE TOTALS

WRITING EXERCISE - ITEM 2
Percent Scoring at or Above Minimum



*Students were asked to use words to describe simple emotions.

FIGURE 50

SUMMARY OF GRADE 3
WRITING EXERCISE - ITEM 2

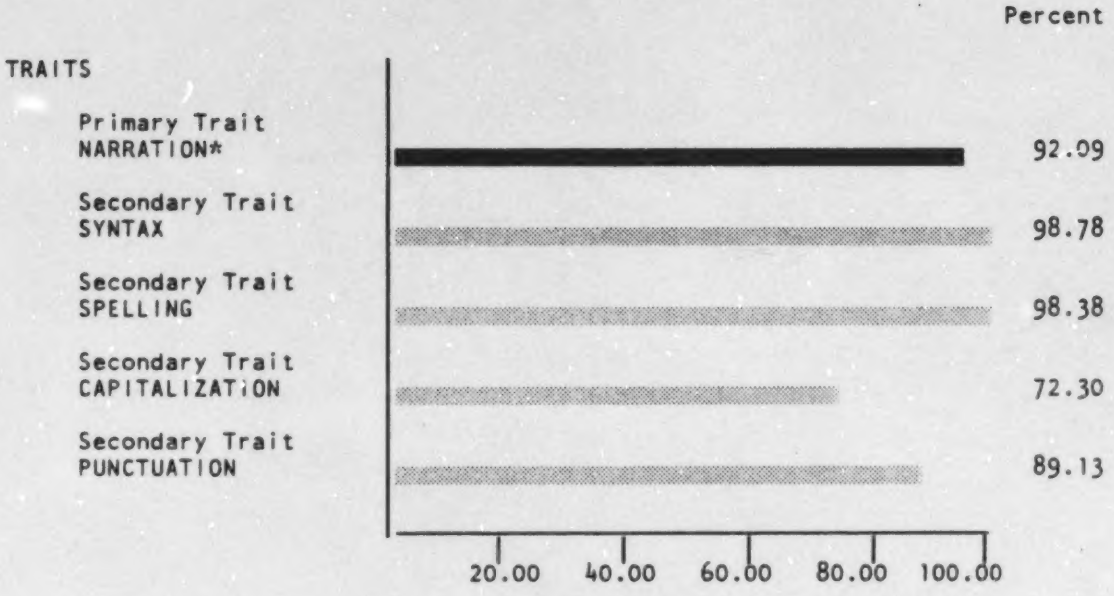
Performance on Item 2 was moderately higher than the previous year. The primary trait "Description" (74.8%) and secondary traits of "Syntax" (98.0%) and "Spelling" (99.0%) report an average increase of 3 percent above last year's performance. "Capitalization" reported 78.5 percent of the students achieving at or above the minimum. Over 96.9 percent of the students performed at the minimum or above in the secondary trait "Punctuation." This was a considerable increase of 12.5 percent above last year's performance on this item.

This item asked students to use words to describe simple emotions.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83

GRADE 3 STATEWIDE TOTALS

WRITING EXERCISE - ITEM 3
Percent Scoring at or Above Minimum



*Students were asked to write a sentence using given words about a topic.

FIGURE 51

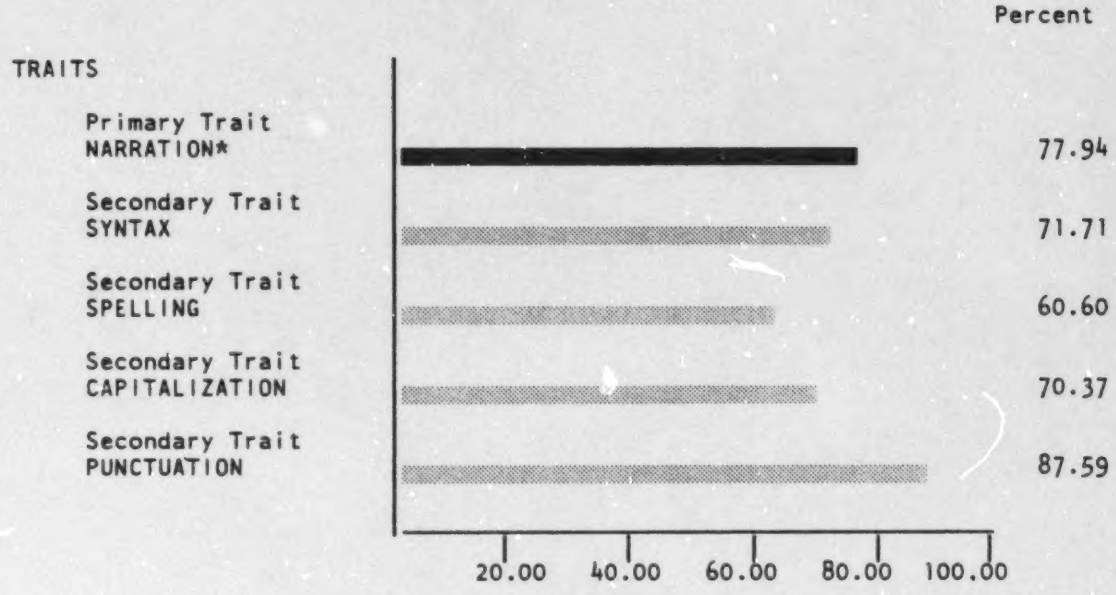
SUMMARY OF GRADE 3
WRITING EXERCISE - ITEM 3

The number of students performing at "the minimum or above" rose approximately three percentage points for primary trait, "Narration" (92.1%), and secondary traits, "Syntax" (98.8%) and "Spelling" (98.4%) above last year. "Capitalization" (72.3%) and "Punctuation" (89.1%) had a 6 percent increase in the number of students scoring at or above minimum over the 1981-82 writing exercise assessment. The primary trait in this item emphasized writing sentences about a river using the words "boat" and "fish."

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83

GRADE 7 STATEWIDE TOTALS

WRITING EXERCISE - ITEM 1
Percent Scoring at or Above Minimum



*Students were asked to write endings for stories.

FIGURE 52

SUMMARY OF GRADE 7 STUDENT
WRITING EXERCISE - ITEM 1

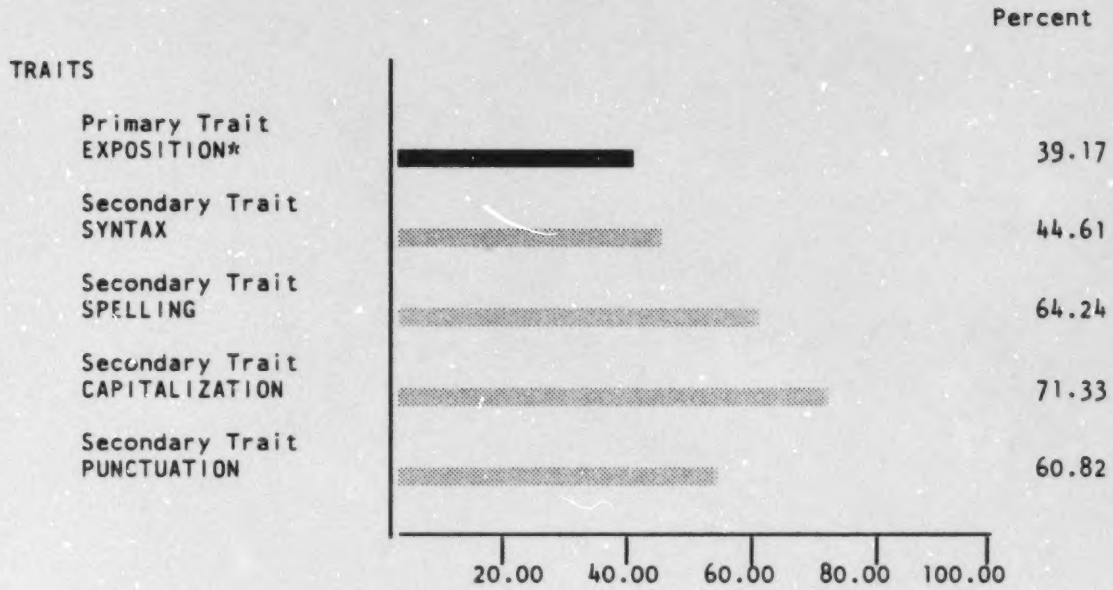
A dramatic increase was reflected in the number of students scoring at or above the minimum on the primary trait, "Narration" (77.9%) in Item 1 of the grade 7 Writing Assessment. However, three secondary traits: "Syntax" (71.7%), "Spelling" (60.6%), and "Capitalization" (70.4%) report lower performance than the previous Writing Assessment. The percent of students achieving "at or above the minimum" on the secondary trait, "Punctuation" (87.6%), was 42.2 percent higher than the percent of students on the 1981-82 assessment.

For this item, students were asked to write a story based on four pictures.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83

GRADE 7 STATEWIDE TOTALS

WRITING EXERCISE - ITEM 2
Percent Scoring at or Above Minimum



*Students were asked to write a topic sentence and develop a short expository paragraph of three to five sentences.

FIGURE 53

SUMMARY OF GRADE 7 STUDENT
WRITING EXERCISE - ITEM 2

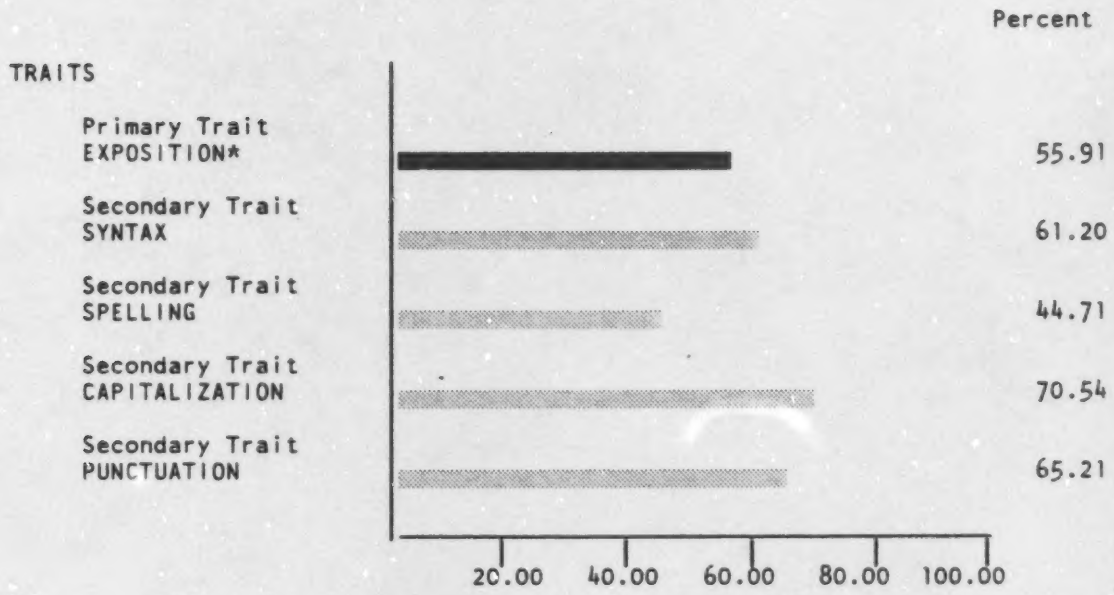
The overall performance for this item has been consistently lower than the other item. However, some improvement was reported for the primary trait, "Exposition" (39.2%), up from 35.1 percent; the secondary trait, "Spelling" (64.2%), about 1.3 percent higher; "Capitalization" (71.3%), higher by three percent; and "Punctuation" (60.8%). A decrease in the number of students achieving a minimal level of performance was reported on the secondary trait of "Syntax." The percentage of students fell from 83.8 percent achieving the minimum in 1981-82 to 44.6 percent achieving this year.

The grade 7 item 2 asked students to read a given paragraph discussing the impact of television on society and to write their ideas about it based on their opinion. The primary trait was measured by specifically asking students to write a topic sentence and develop a short expository paragraph of three to five sentences.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83

GRADE 10 STATEWIDE TOTALS

WRITING EXERCISE - ITEM 1
Percent Scoring at or Above Minimum



*Students were asked to write a paragraph explaining a process (recipes, directions).

FIGURE 54

SUMMARY OF GRADE 10 STUDENT
WRITING EXERCISE - ITEM 1

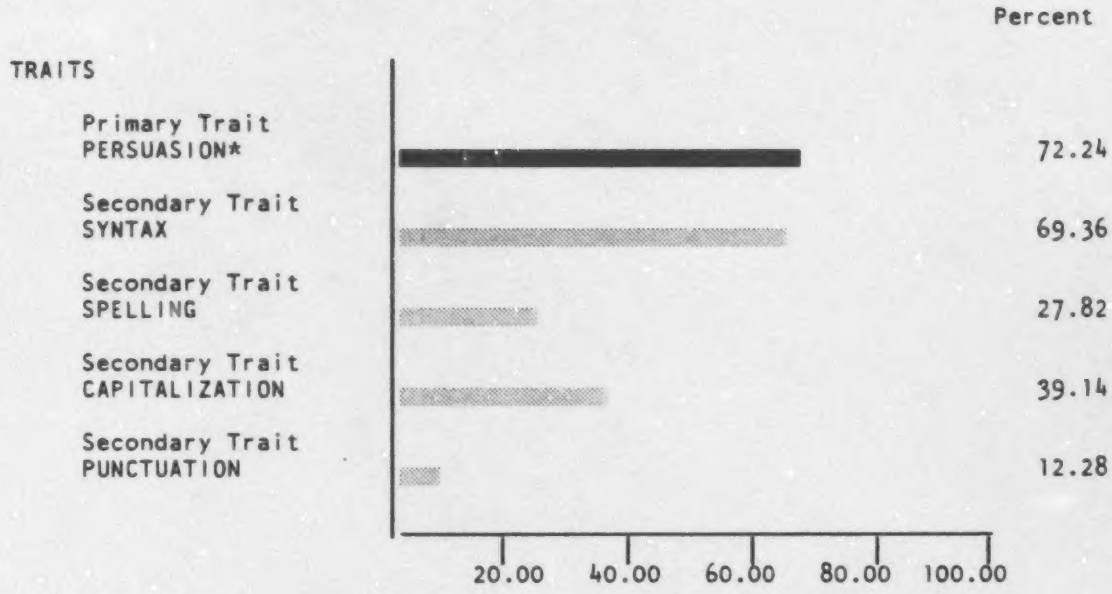
The percentage of students scoring at or above the minimum performance level of Item 1 on the primary trait of exposition was 55.9 percent, or about 3 percent lower than last year's performance. All of the secondary traits, "Syntax" (61.2%), "Spelling" (44.7%), "Capitalization" (70.5%), and "Punctuation" (65.2%), reflected an increase of an average of about 2 percent above the 1981-82 Writing Assessment on this item.

In this item, students were given a short story about getting a flat tire. The questions ask the students to describe the process of changing the tire.

LOUISIANA STATE ASSESSMENT PROGRAM 1982-83

GRADE 10 STATEWIDE TOTALS

WRITING EXERCISE - ITEM 2
Percent Scoring at or Above Minimum



*Students were asked to express a viewpoint, using three to five supporting ideas (i.e., cite opinions or facts).

FIGURE 55

SUMMARY OF GRADE 10
WRITING EXERCISE - ITEM 2

The primary trait on Item 2 measures "Persuasion." The percent of students achieving at or above the minimum performance level was 72.2 percent, or about 12 percent lower than last year. For this trait, students were asked to express a viewpoint, using three to five supporting items. The secondary trait, "Syntax" (69.4%), reported a 2 percent increase. The remaining three secondary traits reported the lowest percentages scoring at or above the minimums. "Spelling" (27.8%) improved from last year's percent of 22.4 and 38.0, respectively. The secondary trait of "Punctuation" had the lowest percentage of students with 12.8 percent.

This item asked the students to compose a letter convincing an employee to hire them for a job. Both facts and opinions were to be used.

Section IV

Technical Report

INTRODUCTION

This section is devoted to a listing of the technical aspects of the State Assessment Tests. Table 7 contains descriptive information concerning the total tests. Reported in the table are number of examinees, means, standard deviations, standard errors of measurement, and KR-20's for the total tests. Table 9 contains descriptive statistics for each grade 7 domain tested. Tenth grade domain performance is summarized in Table 16. Data concerning objective level performance for grade 7 in each subject are reported in Tables 10-12. For grade 10, objective level performance data are contained in Tables 17-19. The distribution of item point-biserials is reported for the total test, domain, and objective levels in Tables 13 and 14 for the seventh grade test and in Tables 20 and 21 for the tenth grade test. KR-20s for grade 7 are contained in Table 8 and KR-20s for grade 10 are shown in Table 15.

PSYCHOMETRIC PROPERTIES OF THE 1982-83 READING, WRITING, AND MATHEMATICS ASSESSMENT INSTRUMENTS

Testing instruments such as those used in the 1982-83 Reading, Writing, and Mathematics Assessment must have certain psychometric properties if appropriate decisions or inferences are to be made on the basis of the measures obtained. The most important properties are reliability and validity and to a lesser degree, the discrimination power of items.

Nature of Criterion-Referenced Measurement

The Louisiana Assessment of Reading, Writing, and Mathematics was constructed following the philosophy of criterion-referenced measurement. Criterion-referenced tests are constructed to permit the interpretation of individual and group test scores in relation to a clearly defined domain of content. Norm-referenced tests, on the other hand, are principally constructed to facilitate the comparison of individuals (or groups) with respect to the performance of a norm group on the content measured by the test (Hambleton and Eignor, 1979). The content domain can be specified by defining the objectives within the curriculum to be performed by the individual. Measurements are taken on samples of objectives drawn from the domain, and such measurements are referenced directly to the domain. The differences between criterion-referenced and norm-referenced tests can be found by examining (a) the purpose for which the test is constructed, (b) the manner in which it was constructed, (c) the specificity of information yielded about the objectives in the curriculum area, (d) the generalization of test performance information to the domain, and (e) the use to be made of the test information obtained.

Criterion-referenced tests are specifically designed to provide data that are directly interpretable from the domain of content covered by the test. The purpose is to assess an individual's status with respect to the content. There is no reference to other individuals (norm groups).

Item construction in criterion-referenced assessment is concerned with making the item an accurate reflection of the desired behavior. Easy or difficult, indiscriminate or discriminate, the most important consideration is to construct the item to represent the behavior specified. The norm-referenced test item must, by design, discriminate to promote variant scores. Items that are very easy or very hard are eliminated because they

do not produce variability.

Differences between norm-referenced and criterion-referenced measures can sometimes be determined by examining the specificity of the information that can be obtained. In criterion-referenced assessment, the information to be provided must be in relation to the domain of objectives from the specified curriculum. Thus, the objectives reflect relevant tasks that must be measured by the desired behavior and the criterion.

The criterion-referenced test must be related to the domains that the test was designed to measure. It is not uncommon for a sequence of skills desired for mastery to become quite long over a short period of time. Therefore, the test must be constructed in order to generalize from strategically chosen items that are a representative sample of the total domain.

Any assessment should provide information upon which decisions can be made. Decisions about an individual and about instructional progress can be made from criterion-referenced tests. Norm-referenced tests facilitate comparisons among individuals. Very little can be said about an instructional program from a norm-referenced measure.

The criterion-referenced test can be used to determine whether a learner has mastered certain skills and concepts. It can also be used to determine whether a group of learners has mastered certain skills and concepts, and therefore, to provide a basis for decision making regarding the efficacy of the instructional program.

Reliability

"Test reliability" may be defined as the consistency with which a test, or its set of scored responses, measures some trait or set of behavior for a group of examinees. Reliability is a characteristic of a test only when applied to a specific group of examinees. The reliability of a test can be summarized in a statistic called a reliability coefficient. Correlating scores on parallel or equivalent forms of the test yields a reliability coefficient of the equivalence of the items. Correlating scores from two administrations of the test yields a reliability coefficient of the stability of the test scores. Correlating scores from halves of the test or use of the Kuder- Richardson formula (Formula KR-20 or KR-21) yields a reliability coefficient of the internal consistency of the test items. Generally speaking, the more appropriate the test is to the range of abilities among examinees and the wider that range, the larger the reliability of the test (Ebel, 1972).

Note, however, that the KR-20 formula is dependent on the range of abilities in the examinee group. It is often the case that the range of performance on a criterion-referenced test is not very wide. In this case, KR-20s will be lower than in the case where the range of scores is great.

A statistic generally invariant across samples is the standard error of measurement (Lord and Novick, 1968). The standard error of measurement gives an indication of the precision of test scores. A useful (although not completely accurate) way of interpreting the standard error of measurement is as follows: Use an examinee's test score and the standard error of measurement to set up a band around the test score. Suppose, for example, that an examinee had obtained a score of 57 on a test for which the standard

error of measurement was 2. This could be interpreted to mean that there are two chances out of three that the person's true score (if measurement were perfect) is between 55 and 59.

Both KR-20s and standard errors of measurement were used to estimate the reliability of the scores obtained in the 1981-82 assessment. Reliability coefficients and standard errors of measurement for total test scores can be found in Table 7.

Note that all KR-20s are greater than .900 for the "Total Tests." This indicates that the items which constitute each of the State Assessment tests are consistent in the achievement area they measure.

The standard errors of measurement reported in Table 7 range from 2.670 to 3.775. These standard errors of measurement are in the general range found on other criterion-referenced tests of similar length.

Table 8 and Table 15 contain the frequencies of the KR-20s by domain and objective for each subject area.

KR-20s for domains and objectives in each grade are reported in Tables 9-12 for grade 7 and Tables 16-19 for grade 10. The KR-20s for domains and objectives are, as expected, lower than the total test KR-20s. This reflects the fact that the domain and objective KR-20s are based on fewer items than the ones based on the total tests.

Item Discrimination

A second important technical quality of a test is the ability of its items to discriminate among individuals of high and low achievement as determined by total test scores. The index used to measure this ability of Louisiana Reading, Writing, and Mathematics Assessment items was the point biserial correlation.

The point biserial provides an indication of whether or not an item is functioning as it is intended. Point biserials greater than zero indicate that high scoring examinees are getting the item correct more often than low scoring examinees. This is, of course, the desired condition. Negative point biserials indicate items which lower ability students are more likely to answer correctly than high ability examinees. Point biserials do, however, depend on test score variability. Since criterion-referenced test scores often do not exhibit substantial variability (particularly at the domain or objective level where the number of items is small), point biserials and corrected point biserials must be interpreted with caution; low or even negative point biserials may be a reflection of lack of test score variability rather than an indication of poor item quality. Tables 13 and 14 and 20 and 21 provide information regarding the distribution of point biserials on the 1982-83 assessment on the grade 7 and grade 10 tests respectively.

Point biserials on short tests (such as the four-item objective groupings) tend to be inflated to some extent because of the part-whole relationship when an item is correlated with the total test score. This relationship explains the generally higher point biserials found for domains and objectives than for the total test.

Validity

Since validity includes reliability and item discrimination power, most measurement specialists consider this quality the most important technical characteristic of a test. While validity involves reliability, the reverse is not necessarily true. That is, a test can be highly reliable without being valid.

Generally speaking, the validity of a test is the degree to which it measures whatever it was designed to measure. The type of validity of primary concern in criterion-referenced tests such as the Louisiana Reading, Writing, and Mathematics Assessment is content validity. This type of validity is concerned with the adequacy of sampling a specific universe of content. Stated another way, content validity is the adequacy with which test items sample the behavior specified by the domain or one of its subordinate objectives.

Content validity does not lend itself readily to quantification. Accordingly, the content validation of the Louisiana Reading, Writing, and Mathematics Assessment instruments was based on critical judgment. Judgmental data were provided by teachers, content area specialists, and measurement specialists. Two types of judgments were sought, namely:

1. A consensus as to the objectives involving demonstration of minimal skills deemed necessary and relevant to beginning eighth and eleventh grade Louisiana student populations, and

2. A consensus on the adequacy of the test items as measures of the skills which they were constructed to measure.

PREDICTION OF RANGES OF EDUCATIONAL EXPECTANCY

The Louisiana Department of Education is required to report the performance of each parish in relation to the demographic variables that characterize the parish. For the 1982-83 Louisiana State Assessment Program these reports were generated using multiple regression techniques. The process by which the multiple regression was used to generate the reports is explained in this section. A unique range was predicted for each parish at each grade level (7 or 10) in each of the subject areas of reading, writing, and mathematics. (See Tables 24-26.)

Overview

It is well known that academic achievement is influenced primarily by two factors: the quality of educational services provided and the social and economic backgrounds of the students. These factors may be called school and nonschool factors. Many school factors are controllable, but most nonschool factors cannot be controlled.

Test scores alone do not provide information about the relative impact of school and nonschool factors on student achievement. For this reason, it would be inappropriate to judge the quality of educational services provided by a school system on the basis of test scores alone.

The Louisiana Department of Education, in accordance with its legislative mandate,* is seeking to provide school systems with a more realistic picture of the real impact of school factors on student achievement.

Using statistical techniques to adjust for these predetermined, nonschool factors, the Louisiana Department of Education developed a range of educational expectancy scores for each skill area and each test grade within each district. Simply stated, the expected range represents the upper and lower limits within which a district's mean score is expected to fall, given the socioeconomic and racial/ethnic makeup of its student population. Districts whose test score means fall within their expected ranges can be said to be as effective as the average district in the State with similar student compositions.

Of course, expected ranges can never be perfectly accurate. Every district has a different mix of students, and the factors affecting individual student performance are almost limitless. To attempt to identify all the factors that affect student achievement would be an impossible task. On the other hand, when data are averaged across units as large as a school system, very distinct patterns do emerge. These patterns make possible rather accurate expectations about aggregate test scores.

Statistical Concepts Related to Expected Ranges

Multiple Regression Analysis

Student characteristics that affect achievement, but cannot be altered or controlled by school systems, are referred to as "background variables." An example of a background variable is a student's socioeconomic status. Multiple regression analysis is a statistical procedure that provides estimates of the relative importance of background variables in influencing student achievement. These estimates are often called "weights." These background characteristics and their respective weights may be combined to produce an expected achievement score for that school system. Ideally, i.e., if achievement testing were an exact science or totally free of error, this expected score would represent a standard to which a school district could compare its performance.

Expected Range

Multiple regression analysis is extremely precise. Unfortunately, achievement testing is somewhat less precise, so that average scores, whether actual or expected, are subject to a degree of "error of measurement." Therefore, no achievement test scores are perfectly accurate. For this reason, an expected range of scores is reported, rather than a simple expected score. The error associated with an expected range can be precisely controlled by choosing a range of a given width. The width of the expected range on each district report was chosen to account for 99 percent of the uncertainty inherent in the expected scores. In other words, if the district's average test score falls within the expected range, the chances

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* Act 621 of 1977, R.S. 17:391.1 – 17.391.10

are 99 out of 100 that the district's score is average for similar districts. Conversely, if the the district's test score falls outside the expected range, there is only one chance in a hundred that the district's test performance is in fact average for districts with similar student background characteristics.

Background Variables

The Louisiana State Assessment Program collected and analyzed data regarding the background characteristics of student populations. As stated earlier, these characteristics, or background variables, are defined as factors that are related to student achievement but are not under the direct control of instructional or administrative personnel. Variables used in the multiple regression analyses include mother's and father's educational attainment, mother's and father's occupation, and race/ethnicity of student.

The educational impact of the above factors varies slightly from skill to skill and from grade to grade. Therefore, the expected ranges are computed uniquely for each skill area and grade.

The values for these variables were obtained from the answer sheets. The decision to include or exclude a background variable was made on the basis of statistical criteria designed for this purpose. That is, a variable was included if it significantly improved the reliability of expected score ranges.

Additional Considerations in Interpreting Expected Ranges

Two further considerations should be taken into account in the interpretation of the Louisiana State Assessment Program results. First, the tests do not measure all the goals of Louisiana's educational programs or those of each district. Only basic skills in reading, writing, and mathematics were assessed. Although the tests are comprehensive, not every skill can be tested in the time available. Therefore, conclusions should be limited to the specific subjects and skills tested, rather than to the entire curriculum.

Second, expected ranges provide relative standards for comparison, and actual scores describe average performance within a district. The fact that a district's actual mean score is higher than its expected range does not signify that all the students in that district have mastered the basic skills. Nor does it mean that all of the students have achieved at a level reflected in the mean score. It means only that the average student in the district has performed at a higher level than his or her counterpart in similar districts.

Aggregation of Statistics at the District Level

Reports were produced for each school district by aggregating both test scores and demographic data at the school district level. Test scores were averaged within each district. Those demographic statistics that were ordinal (parents' educational attainment in years, number of siblings) were also averaged within each district. Nominal (categorical) variables (parents' occupation, ethnicity, sex) were coded on an ordinal scale for each district. This was done by expressing the percentage of examinees in each district who fell into each category for the variable. For example, fathers' occupation was represented at the district level by two statistics:

the percentage of examinees whose fathers held professional/managerial-type jobs, and the percentage of examinees whose fathers held skilled or semi-skilled jobs.

Generation of Expected Ranges

To determine empirically the independent influence of the demographic factors on achievement in each of the three skill areas at each of the two grade levels tested, six analyses were performed.

Because statistics from a large school district are more reliable than those from a small district, each district's test scores were weighted in proportion to the number of students in that school who took the test in question. These weighted scores for each skill area within each grade were regressed on the recoded demographic variables. The regression analyses produced six sets of regression coefficients, or weights, corresponding to the two grades and three subject areas. These weights are measures of the relative importance of each demographic variable in accounting for variance in test scores.

Finally, an expected average test score was generated for each skill area at each grade level using a formula of the form:

Expected Mean = Intercept + (coefficient A x variable A)
+ (coefficient B x variable B)
+ (coefficient C x variable C), etc.

The actual formulas employed are found in Tables 22 and 23.

To produce a range of expectancy, a 99 percent confidence band was constructed around each expected mean score. The meaning of this band may be expressed as follows: The average district whose student demographics are described by a given set of percentages will have a mean test score within the bounds of the confidence band 99 out of 100 times. In other words, the chances are only one out of 100 that a district whose mean test score falls outside this confidence band is performing at an average level, given the particular composition of its examinees. Essentially, the expected range allows one to infer how a district's examinees are performing relative to all the other districts in the State, by simulating a situation in which every district has an examinee population of identical demographic composition.

Table 7

STANDARD ERRORS OF MEASUREMENT AND KR-20'S
TOTAL TEST SCORES
YEAR 1982-83

Grade	Subject	N*	Standard Error of Measurement	Kuder-Richardson Formula No. 20
7	Reading	2,872	2.936	.966
7	Writing	2,872	2.514	.951
7	Mathematics	2,872	3.631	.962
10	Reading	2,469	3.120	.971
10	Writing	2,469	2.963	.962
10	Mathematics	2,469	3.598	.972

* Statistics for these analyses are based on a 5 percent sample.

Table 8

Grade 7*
FREQUENCY OF KUDER-RICHARDSON CORRELATION COEFFICIENTS

CORRELATION RANGE		READING N=2,872		WRITING N=2,872		MATHEMATICS N=2,872	
Lower	Upper	Domain	Objective	Domain	Objective	Domain	Objective
.90	.99	2	-	-	-	1	-
.80	.89	1	-	2	1	2	-
.70	.79	1	5	2	2	3	-
.60	.69	-	9	-	3	-	4
.50	.59	-	4	-	6	1	6
.40	.49	-	-	-	1	1	7
.30	.39	-	-	-	-	1	2
.20	.29	-	-	-	-	-	-
.10	.19	-	-	-	-	-	-
.00	.09	-	-	-	-	-	-

* Statistics for these analyses are based on a 5 percent sample.

Table 9

Descriptive Statistics for the Grade 7
Louisiana State Assessment Program 1982-83

Domains*

Subject	Domain	No. of Items	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
Reading	Vocabulary	8	6.54	2.02	0.886	0.799
Reading	Phonetic Analysis	8	5.89	2.39	0.908	0.824
Reading	Comprehension	28	21.82	6.48	1.860	0.922
Reading	Study Skills	16	14.17	3.31	0.997	0.907
Writing	Spelling	16	12.98	3.66	1.312	0.874
Writing	Capitalization	8	3.47	1.86	0.958	0.751
Writing	Punctuation	8	3.59	1.89	0.956	0.738
Writing	Language Structure	20	15.32	4.89	1.586	0.897
Mathematics	Numeration	8	5.61	2.37	1.139	0.741
Mathematics	Whole Number Operations	8	6.62	1.94	0.877	0.731
Mathematics	Fractions and Operations	16	11.06	4.71	1.470	0.900
Mathematics	Decimals and Decimal Operations	8	5.93	2.10	1.061	0.706
Mathematics	Percent, Ratio, and Proportion	12	6.04	3.424	1.485	0.808
Mathematics	Relations and Functions	4	3.12	1.215	0.654	0.524
Mathematics	Measurement and Estimation	4	3.20	1.124	0.658	0.428
Mathematics	Geometry	4	2.27	1.265	0.881	0.341
Mathematics	Problem Solving	12	6.79	3.639	1.418	0.837

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

Table 10

Descriptive Statistics for the Grade 7
Louisiana State Assessment Program 1982-83*

Reading Objectives**

Objective	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
VOCABULARY				
Words Controlled by R	3.68	0.75	0.453	0.637
Changes the Final Y	3.67	0.79	0.437	0.698
Verbs with ING	3.68	0.75	0.453	0.637
Holiday Words and Seasons	3.67	0.79	0.437	0.698
PHONETIC ANALYSIS				
Final Consonants	3.92	0.32	0.254	0.391
Long Vowels	3.89	0.42	0.300	0.492
COMPREHENSION				
Interprets Meaning of Words	3.91	0.40	0.265	0.559
Interprets Meaning of a Phrase	3.90	0.42	0.276	0.574
Interprets Meaning of a Sentence	3.86	0.46	0.332	0.474
Story Detail	3.62	0.78	0.506	0.608
Story Sequence	3.60	0.90	0.466	0.733
Main Idea	3.57	0.86	0.520	0.635
STUDY SKILLS				
Alphabetizes to the First Letter	3.64	0.74	0.504	0.537
Follows Directions	3.84	0.51	0.339	0.561
Locates Various Topics	3.69	0.72	0.461	0.608
Picture Dictionary	3.94	0.72	0.461	0.683

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

**All objectives were measured by four items.

Table 11

Descriptive Statistics for the Grade 7
Louisiana State Assessment Program 1982-83*

Writing Objectives**

Objective	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
SPELLING				
Words Controlled by R	3.41	1.05	0.557	0.704
Change the Final Y	3.23	1.13	0.635	0.598
Verbs with ING	3.16	1.10	0.692	0.549
Holiday Words and Seasons	3.19	1.04	0.710	0.501
CAPITALIZATION				
Names of Language, People, etc.	3.35	1.10	0.568	0.662
Heading, Salutation, and Closing of Letter	3.12	0.99	0.765	0.432
PUNCTUATION				
Period	3.23	1.08	0.667	0.532
Apostrophe with Contraction	3.22	1.09	0.663	0.592
LANGUAGE STRUCTURE				
Negative Statements	2.62	1.57	0.618	0.801
Demonstrative Statements	3.26	1.13	0.615	0.618
Inflectional Ending	3.31	1.08	0.612	0.585
Combine Sentences	2.91	1.23	0.711	0.652
Change Statements	3.22	1.32	0.508	0.786

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

**All objectives were measured by four items.

Table 12

Descriptive Statistics for the Grade 7
Louisiana State Assessment Program 1982-83*

Mathematics Objectives**

Objective	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
NUMERATION				
Place Value	2.37	1.46	0.760	0.624
Rounding Numbers	2.78	1.27	0.773	0.427
WHOLE NUMBER OPERATIONS				
Addition and Subtraction	3.49	0.99	0.514	0.395
Division	3.13	1.19	0.661	0.473
FRACTIONS AND OPERATIONS				
Rename Fractions	2.82	1.30	0.738	0.533
Add Fractions	2.92	1.34	0.674	0.594
Subtract Fractions	2.81	1.49	0.614	0.698
Multiply Fractions	2.51	1.45	0.742	0.601
DECIMALS AND DECIMAL OPERATIONS				
Add and Subtract Decimals	3.35	1.11	0.561	0.483
Multiply Decimals	2.58	1.29	0.814	0.425
PERCENT, RATIO, AND PROPORTION				
Changing Percents and Decimals	2.11	1.27	0.890	0.400
Changing Fractions and Percents	2.21	1.53	0.730	0.664
Percent of a Number	1.72	1.35	0.836	0.437
RELATIONS AND FUNCTIONS				
Graphs	3.12	1.22	0.654	0.524
MEASUREMENT AND ESTIMATION				
Time and Temperature	3.20	1.12	0.658	0.428
GEOMETRY				
Perimeter and Area	2.27	1.27	0.881	0.341
PROBLEM SOLVING				
Two-step Word Problems	2.33	1.43	0.778	0.572
Money	2.45	1.41	0.775	0.536
Averages	2.01	1.50	0.766	0.599

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

**All objectives were measured by four items.

Table 13

Grade 7*
FREQUENCY OF CORRECTED POINT BISERIAL CORRELATION COEFFICIENTS
TOTAL TEST

CORRELATION RANGE		READING	WRITING	MATHEMATICS
Lower	Upper	N=2,872	N=2,872	N=2,872
.90	.99	—	—	—
.80	.89	—	—	—
.70	.79	—	1	—
.60	.69	24	16	9
.50	.59	35	21	41
.40	.49	12	12	21
.30	.39	1	2	5
.20	.29	—	—	—
.10	.19	—	—	—
.00	.09	—	—	—

* Statistics for the Mathematics test are based on a sample of approximately 5 percent of the students tested.

Table 14

Grade 7
FREQUENCY OF CORRECTED POINT BISERIAL CORRELATION COEFFICIENTS
DOMAIN*

CORRELATION RANGE		READING	WRITING	MATHEMATICS
Lower	Upper	N=2,872	N=2,872	N=2,872
.90	.99	—	—	—
.80	.89	—	—	3
.70	.79	12	6	8
.60	.69	32	28	31
.50	.59	24	16	22
.40	.49	4	2	—
.30	.39	—	—	2
.20	.29	—	—	—
.10	.19	—	—	—
.00	.09	—	—	—

* Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

Table 15
Grade 10*
FREQUENCY OF KUDER-RICHARDSON CORRELATION COEFFICIENTS

CORRELATION RANGE		READING N=2,469		WRITING N=2,469		MATHEMATICS N=2,469	
Lower	Upper	Domain	Objective	Domain	Objective	Domain	Objective
.90	.99	2	–	1	–	2	–
.80	.89	1	–	3	–	3	1
.70	.79	1	2	1	5	4	12
.60	.69	–	8	–	7	–	4
.50	.59	–	8	–	1	–	2
.40	.49	–	–	–	1	–	–
.30	.39	–	–	–	–	–	–
.20	.29	–	–	–	1	–	–
.10	.19	–	–	–	–	–	–
.00	.09	–	–	–	–	–	–

* Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

Table 16

Descriptive Statistics for the Grade 10
Louisiana State Assessment Program 1982-83

Domains*

Subject	Domain	No. of Items	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
Reading	Vocabulary	8	6.26	2.20	0.929	0.812
Reading	Word Attack Skills	8	5.31	2.26	1.146	0.742
Reading	Comprehension	20	16.38	5.03	1.339	0.931
Reading	Study Skills	36	25.26	9.16	2.314	0.941
Writing	Spelling	12	9.27	3.07	1.201	0.849
Writing	Capitalization	12	10.29	3.08	0.857	0.914
Writing	Punctuation	16	10.96	4.36	1.554	0.881
Writing	Language Structure	16	10.18	3.80	1.729	0.831
Writing	Organization	4	2.93	1.92	0.634	0.744
Mathematics	Numeration	4	2.99	1.36	0.857	0.914
Mathematics	Whole Number Operations	8	6.50	2.20	0.838	0.839
Mathematics	Fractions and Operations	12	7.46	4.08	0.838	0.839
Mathematics	Decimals and Decimal Operations	16	11.63	4.47	1.433	0.902
Mathematics	Percent, Ratio, and Proportion	8	4.46	2.41	1.177	0.764
Mathematics	Relations and Functions	8	5.80	2.38	1.008	0.825
Mathematics	Measurement and Estimation	8	4.69	2.37	1.185	0.768
Mathematics	Geometry	8	4.93	2.08	1.242	0.762
Mathematics	Problem Solving	8	4.57	2.61	1.124	0.805

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

Table 17

Descriptive Statistics for the Grade 10
Louisiana State Assessment Program 1982-83*

Reading Objectives**

Objective	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
VOCABULARY				
Word Recognition	2.72	1.25	0.800	0.527
Synonyms and Antonyms	2.59	1.26	0.831	0.568
WORD ATTACK SKILLS				
Posessives and Plurals	3.02	1.23	0.699	0.625
Affixes	3.24	1.17	0.602	0.670
COMPREHENSION				
Detail	2.95	1.23	0.723	0.596
Specific Information	3.17	1.16	0.658	0.615
Main Idea	2.90	1.15	0.790	0.566
Sequence of Events	2.37	1.30	0.857	0.507
Predicts Outcomes	3.06	1.22	0.684	0.621
Factual Information	2.67	1.21	0.834	0.547
Propaganda Techniques	2.71	1.30	0.777	0.584
Author's Purpose	2.83	1.27	0.753	0.606
Drawing Conclusions	2.60	1.28	0.815	0.584
STUDY SKILLS				
Graphic Materials	3.06	1.23	0.676	0.640
Using a Variety of Media	3.23	1.16	0.622	0.659
Reference Sources	3.59	1.05	0.353	0.798
Symbols	3.23	1.13	0.634	0.656
Reads and Follows Directions	3.27	1.21	0.555	0.724

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

**All objectives were measured by four items.

Table 18

Descriptive Statistics for the Grade 10
Louisiana State Assessment Program 1982-83*

Writing Objectives**

Objective	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
SPELLING				
Plural Forms of Nouns	2.76	1.19	0.821	0.453
Words Containing "IE" and "EI"	3.18	1.16	0.646	0.627
Three or More Syllables	3.33	1.13	0.563	0.677
CAPITALIZATION				
Proper Nouns and Adjectives	3.36	1.13	0.543	0.679
Titles and Persons	3.36	1.14	0.532	0.695
Capitalizes Titles	3.57	1.08	0.350	0.789
PUNCTUATION				
Quotation Marks	2.60	1.45	0.716	0.743
Apostrophe	2.42	1.41	0.783	0.687
Commas in Phrases and Clauses	2.99	1.26	0.693	0.688
Commas with Nonessential Elements	2.95	1.20	0.747	0.619
LANGUAGE STRUCTURE				
Sentence Fragments	3.11	1.30	0.601	0.756
Run-On Sentences	2.66	1.39	0.734	0.704
Classify and Build Sentences	1.70	1.08	0.956	0.262
Object Pronouns	2.71	1.12	0.865	0.573
ORGANIZATION				
Outlining	2.93	1.39	0.634	0.773

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

**All objectives were measured by four items.

Table 19

Descriptive Statistics for the Grade 10
Louisiana State Assessment Program 1982-83*

Mathematics Objectives**

Objective	Mean	Stan. Dev.	Stan. Error Measurement	KR-20
NUMERATION				
Rounding Numbers	2.99	1.36	0.625	0.732
WHOLE NUMBER OPERATIONS				
Add and Subtract Integers	3.41	1.13	0.500	0.717
Multiply and Divide Integers	3.09	1.26	0.635	0.720
FRACTIONS AND OPERATIONS				
Add and Subtract Fractions	2.52	1.48	0.715	0.760
Multiply Fractions	2.35	1.53	0.676	0.790
Divide Fractions	2.41	1.59	0.660	0.784
DECIMALS AND DECIMAL OPERATIONS				
Convert Fractions and Decimals	2.65	1.41	0.729	0.693
Add and Subtract Decimals	3.44	1.20	0.404	0.812
Multiply Decimals	2.95	1.33	0.666	0.723
Divide Decimals	2.60	1.40	0.742	0.706
PERCENT, RATIO, AND PROPORTION				
Fractions and Decimals to Percent	2.58	1.32	0.801	0.655
Percent of a Number	2.14	1.45	0.795	0.679
RELATIONS AND FUNCTIONS				
Graphs	3.27	1.16	0.588	0.737
Equations	2.53	1.52	0.685	0.782
MEASUREMENT AND ESTIMATION				
Addition and Subtraction	2.83	1.33	0.716	0.706
Convert Liquid and Mass Measure	1.86	1.35	0.850	0.593
GEOMETRY				
Spatial Figures and Volume	2.91	1.22	0.747	0.728
Perimeter and Area	2.02	1.10	0.963	0.510
PROBLEM SOLVING				
Banking and Commission	2.30	1.41	0.801	0.666
Budgeting and Planning	2.28	1.46	0.774	0.694

*Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

**All objectives were measured by four items.

Table 20

Grade 10
FREQUENCY OF CORRECTED POINT BISERIAL CORRELATION COEFFICIENTS
TOTAL TEST*

CORRELATION RANGE*		READING N=2,469	WRITING N=2,469	MATHEMATICS* N=2,469
Lower	Upper			
.90	.99	—	—	—
.80	.89	—	—	—
.70	.79	7	10	—
.60	.69	28	23	30
.50	.59	28	15	36
.40	.49	7	8	9
.30	.39	2	3	1
.20	.29	—	1	2
.10	.19	—	—	—
.00	.09	—	—	—

*Rounded to hundredths

**Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

Table 21

Grade 10
FREQUENCY OF CORRECTED POINT BISERIAL CORRELATION COEFFICIENTS
DOMAIN**

CORRELATION RANGE*				
Lower	Upper	READING N=2,469	WRITING N=2,469	MATHEMATICS* N=2,469
.90	.99	—	—	—
.80	.89	2	7	3
.70	.79	10	10	28
.60	.69	36	24	38
.50	.59	19	11	7
.40	.49	4	5	4
.30	.39	1	2	2
.20	.29	—	1	—
.10	.19	—	—	—
.00	.09	—	—	—

* Rounded to hundredths

**Statistics reported in this table are based on a sample of approximately 5 percent of the students tested.

TABLE 22

REGRESSION EQUATIONS USED TO GENERATE EXPECTED RANGES
GRADE 7

Reading:	Expected Ranges	= 57.03 + (6.52) (Mothers' education) +(−2.06) (Fathers' education) + (0.19) (% White) + (0.13) (% Father White Collar) +(−0.13) (% Mother White Collar) ± 99% Confidence Limits of Mean
Writing:	Expected Ranges	= 62.41 + (8.52) (Mothers' education) +(−4.11) (Fathers' education) + (0.14) (% White) + (0.16) (% Father White Collar) +(−0.20) (% Mother White Collar) ± 99% Confidence Limits of Mean
Mathematics:	Expected Ranges	= 44.12 + (5.78) (Mothers' education) + (0.36) (Fathers' education) + (0.22) (% White) + (0.09) (% Father White Collar) +(−0.32) (% Mother White Collar) ± 99% Confidence Limits of Mean

TABLE 23

REGRESSION EQUATIONS USED TO GENERATE EXPECTED RANGES
GRADE 10

Reading:	Expected Ranges	= 50.69 + (7.24) (Mothers' education) +(−0.78) (Fathers' education) + (0.17) (% White) +(−0.01) (% Father White Collar) +(−0.04) (% Mother White Collar) ± 99% Confidence Limits of Mean
Writing:	Expected Ranges	= 45.89 +(13.02) (Mothers' education) +(−2.98) (Fathers' education) + (0.16) (% White) + (0.06) (% Father White Collar) +(−0.31) (% Mother White Collar) ± 99% Confidence Limits of Mean
Mathematics:	Expected Ranges	= 36.60 +(11.92) (Mothers' education) +(−0.76) (Fathers' education) + (0.22) (% White) + (0.02) (% Father White Collar) +(−0.38) (% Mother White Collar) ± 99% Confidence Limits of Mean

Table 24

Louisiana State Assessment Program 1982-83

District Results
Reading

Parish	Grade	Average Score	Expected Range Lower	Upper
Acadia	7	80.49	81.52	85.02
	10	78.92	77.66	80.56
Allen	7	82.56	82.60	87.14
	10	75.22	78.83	82.43
Ascension	7	81.87	82.04	84.71
	10	79.56	78.18	82.34
Assumption	7	78.91	77.44	82.12
	10	77.81	75.38	78.44
Avoyelles	7	81.34	79.33	83.39
	10	79.39	77.45	79.92
Beauregard	7	87.63	84.99	90.31
	10	84.84	81.63	84.95
Bienville	7	78.79	78.51	81.41
	10	75.71	73.18	78.45
Bossier	7	87.73	84.59	88.51
	10	84.02	81.35	83.77
Caddo	7	83.42	79.37	81.64
	10	77.18	76.41	78.53
Calcasieu	7	86.89	83.34	85.67
	10	82.51	79.97	81.86
Caldwell	7	85.58	82.63	88.11
	10	84.15	81.16	89.04
Cameron	7	84.79	86.33	92.92
	10	76.09	81.33	86.19
Catahoula	7	83.93	82.29	86.09
	10	84.43	79.04	81.36
Claiborne	7	78.34	74.06	78.00
	10	73.35	70.00	73.41
Concordia	7	76.41	78.06	80.64
	10	77.47	74.58	78.41

Table 24 (continued)

DeSoto	7	83.28	77.27	79.70
	10	77.02	75.15	77.46
East Baton Rouge	7	83.24	80.64	84.02
	10	79.23	78.79	81.23
East Carroll	7	67.59	66.78	72.72
	10	70.16	65.86	70.24
East Feliciana	7	75.10	71.38	76.83
	10	72.44	70.29	74.03
Evangeline	7	79.69	78.78	82.83
	10	77.23	75.96	79.96
Franklin	7	78.91	78.40	83.59
	10	79.64	76.98	79.23
Grant	7	86.55	84.03	88.71
	10	79.81	79.83	83.49
Iberia	7	82.77	80.29	83.19
	10	78.02	78.01	79.91
Iberville	7	82.29	74.22	79.08
	10	73.09	72.98	76.86
Jackson	7	83.77	80.24	86.32
	10	79.34	77.03	83.45
Jefferson	7	79.58	80.97	84.33
	10	78.81	78.84	80.96
Jefferson Davis	7	82.23	82.28	87.05
	10	79.73	79.61	82.38
Lafayette	7	87.17	84.11	89.73
	10	82.32	80.61	84.36
Lafourche	7	84.75	82.78	86.01
	10	78.48	78.97	81.78
LaSalle	7	84.51	83.80	87.25
	10	79.98	81.48	84.42
Lincoln	7	85.88	82.54	85.95
	10	84.01	80.99	86.79
Livingston	7	86.29	85.05	89.85
	10	81.59	81.37	85.57

Table 24 (continued)

Madison	7	72.78	69.22	75.23
	10	71.14	68.66	72.40
Morehouse	7	83.26	73.00	77.70
	10	75.19	73.04	75.39
Natchitoches	7	85.28	79.98	83.05
	10	81.02	76.54	79.34
Orleans	7	70.99	71.13	75.31
	10	70.73	69.99	73.00
Ouachita	7	86.67	85.06	88.58
	10	84.60	82.19	85.01
Plaquemines	7	78.85	80.33	83.91
	10	77.20	76.73	78.88
Pointe Coupee	7	72.19	74.33	78.10
	10	70.58	70.02	73.32
Rapides	7	84.25	82.43	84.54
	10	82.28	78.86	80.31
Red River	7	74.13	76.43	81.51
	10	75.18	73.13	76.82
Richland	7	77.82	78.49	81.90
	10	77.30	74.83	77.91
Sabine	7	85.72	80.14	83.38
	10	80.38	78.97	80.91
St. Bernard	7	84.67	83.44	88.80
	10	82.11	80.29	84.69
St. Charles	7	82.46	81.87	85.08
	10	80.66	79.32	81.52
St. Helena	7	74.21	81.67	79.35
	10	72.20	69.58	73.48
St. James	7	81.79	73.52	81.68
	10	74.86	74.58	78.43
St. John	7	72.75	75.48	78.92
	10	73.05	75.82	78.23
St. Landry	7	80.15	76.40	79.81
	10	78.10	73.26	75.92
St. Martin	7	79.95	77.80	82.43
	10	75.90	73.89	78.15

Table 24 (continued)

St. Mary	7	82.33	79.57	83.57
	10	78.77	75.89	78.06
St. Tammany	7	86.22	86.46	91.93
	10	82.95	82.02	85.60
Tangipahoa	7	76.88	79.67	82.57
	10	74.99	77.47	79.09
Tensas	7	69.65	70.29	78.89
	10	73.18	69.29	73.32
Terrebonne	7	85.46	81.72	85.67
	10	80.30	78.74	81.09
Union	7	85.21	80.36	84.41
	10	79.90	77.31	81.66
Vermilion	7	84.20	83.49	87.01
	10	83.31	80.72	83.09
Vernon	7	88.61	80.70	87.91
	10	88.11	79.87	83.76
Washington	7	81.92	78.66	81.57
	10	75.07	75.16	79.20
Webster	7	86.76	81.45	84.11
	10	77.17	76.98	79.16
West Baton Rouge	7	82.04	77.54	80.81
	10	81.98	77.00	78.96
West Carroll	7	85.00	81.78	88.28
	10	83.30	78.18	80.62
West Feliciana	7	83.98	77.74	81.73
	10	80.68	75.27	79.38
Winn	7	87.80	81.49	86.90
	10	83.50	79.31	81.19
City of Monroe	7	77.47	71.45	78.30
	10	76.79	72.87	76.49
City of Bogalusa	7	84.72	81.88	84.96
	10	81.89	78.47	80.56
Lab Schools	7	86.45	80.54	93.03
	10	83.02	75.99	84.71

Table 25

Louisiana State Assessment Program 1982-83

District Results
Writing

Parish	Grade	Average Score	Expected Range Lower <———> Upper	
Acadia	7	79.05	81.18	85.18
	10	78.20	76.65	79.93
Allen	7	82.97	82.26	87.45
	10	76.90	78.91	82.99
Ascension	7	80.69	81.10	84.16
	10	78.58	76.57	81.28
Assumption	7	80.84	78.57	83.92
	10	76.35	74.95	78.42
Avoyelles	7	82.71	79.37	84.01
	10	79.46	77.19	79.98
Beauregard	7	84.75	83.29	89.36
	10	80.59	80.51	84.27
Bienville	7	80.29	78.95	82.28
	10	74.07	74.32	80.29
Bossier	7	86.11	82.10	86.57
	10	81.89	78.23	80.97
Caddo	7	83.87	79.43	82.02
	10	77.46	75.44	77.84
Calcasieu	7	85.61	82.06	84.72
	10	80.23	78.49	80.64
Caldwell	7	86.37	81.93	88.18
	10	85.24	80.77	89.69
Cameron	7	84.10	84.75	92.27
	10	73.41	80.00	85.51
Catahoula	7	82.31	81.76	86.10
	10	82.44	78.20	80.83
Claiborne	7	82.32	75.77	80.27
	10	77.85	70.42	74.28
Concordia	7	77.57	78.67	81.61
	10	75.86	73.20	77.54
DeSoto	7	85.56	77.99	80.77
	10	76.92	74.61	77.23

Table 25 (continued)

East Baton Rouge	7	82.08	79.47	83.33
	10	76.62	76.00	78.76
East Carroll	7	74.32	69.52	76.29
	10	68.90	66.18	71.14
East Feliciana	7	77.75	72.65	78.87
	10	73.66	68.84	73.08
Evangeline	7	80.69	78.95	83.06
	10	78.19	74.66	79.18
Franklin	7	80.08	78.83	84.76
	10	78.36	75.72	78.28
Grant	7	86.34	81.93	87.27
	10	77.86	78.17	82.32
Iberia	7	83.01	80.05	83.36
	10	77.56	76.44	78.60
Iberville	7	84.08	75.94	81.49
	10	75.90	73.16	77.56
Jackson	7	86.34	79.20	86.14
	10	79.85	75.76	81.92
Jefferson	7	78.06	79.78	83.61
	10	75.83	76.05	78.45
Jefferson Davis	7	83.01	82.06	87.51
	10	79.98	78.98	82.12
Lafayette	7	86.48	82.45	88.86
	10	81.07	78.72	82.97
Lafourche	7	83.69	82.04	85.72
	10	77.70	77.95	81.14
LaSalle	7	83.90	82.47	86.40
	10	77.94	79.11	82.45
Lincoln	7	84.22	81.31	85.20
	10	83.54	79.28	85.84
Livingston	7	82.37	82.27	87.75
	10	78.95	77.69	82.45
Madison	7	75.67	81.04	77.91
	10	72.41	67.82	72.05
Morehouse	7	85.76	74.97	80.15
	10	76.30	72.74	75.40

Table 25 (continued)

Natchitoches	7	87.24	80.07	83.57
	10	79.94	75.99	79.16
Orleans	7	72.50	72.85	77.62
	10	68.80	68.95	72.35
Ouachita	7	86.36	82.70	86.72
	10	83.45	78.71	81.90
Plaquemines	7	78.46	80.44	84.52
	10	75.79	75.86	78.30
Pointe Coupee	7	75.61	76.20	80.50
	10	73.50	70.48	74.21
Rapides	7	83.17	81.77	84.18
	10	779.74	76.91	78.55
Red River	7	75.33	77.25	83.05
	10	72.11	72.72	76.90
Richland	7	79.11	79.23	83.12
	10	77.47	75.27	78.75
Sabine	7	86.92	80.48	84.18
	10	78.99	77.79	79.98
St. Bernard	7	84.93	81.07	87.18
	10	77.60	76.14	81.11
St. Charles	7	81.14	81.28	84.94
	10	78.88	77.20	79.68
St. Helena	7	77.75	74.24	83.01
	10	75.06	67.86	72.28
St. James	7	83.51	75.00	84.32
	10	76.46	74.58	78.95
St. John	7	72.37	76.95	80.88
	10	73.64	75.27	78.01
St. Landry	7	80.67	77.60	81.49
	10	78.42	72.94	75.95
St. Martin	7	81.70	78.47	83.76
	10	74.09	73.22	78.05
St. Mary	7	83.21	79.80	84.36
	10	77.32	74.39	76.84
St. Tammany	7	83.97	84.20	90.45
	10	80.02	79.88	83.94

Table 25 (continued)

Tangipahoa	7	77.80	80.09	83.40
	10	74.42	76.47	78.30
Tensas	7	74.40	71.90	81.72
		76.97	70.94	75.51
Terrebonne	7	84.56	81.19	85.70
		78.84	77.35	80.01
Union	7	85.07	79.84	84.46
		78.42	77.25	82.17
Vermilion	7	82.24	82.41	86.43
	10	80.09	78.33	81.00
Vernon	7	87.92	78.73	86.96
		84.57	77.18	81.59
Washington	7	84.61	79.18	82.49
		75.09	76.07	80.65
Webster	7	86.55	80.36	83.40
	10	76.32	75.76	78.24
West Baton Rouge	7	81.90	78.12	81.85
	10	80.73	75.67	77.89
West Carroll	7	85.12	82.01	89.43
	10	83.44	77.60	80.36
West Feliciana	7	85.65	77.27	81.82
	10	76.67	71.61	76.27
Winn	7	87.51	81.19	87.36
	10	83.36	77.24	79.37
City of Monroe	7	80.06	72.66	80.48
	10	78.87	72.04	76.14
City of Bogalusa	7	82.36	80.51	84.02
	10	80.46	77.07	79.44
Lab Schools	7	87.06	78.49	92.75
	10	81.70	75.08	84.96

Table 26

Louisiana State Assessment Program 1982-83

District Results
Mathematics

Parish	Grade	Average Score	Expected Range Lower	Upper
Acadia	7	66.67	67.82	75.17
	10	72.32	70.10	76.14
Allen	7	63.24	68.56	78.10
	10	69.77	72.65	80.18
Ascension	7	61.20	67.60	73.22
	10	72.78	70.33	79.00
Assumption	7	58.57	63.07	72.90
	10	70.86	67.67	74.06
Avoyelles	7	72.04	65.34	73.87
	10	75.41	70.77	75.92
Beauregard	7	78.96	69.58	80.75
	10	77.87	75.02	81.96
Bienville	7	64.02	63.87	69.97
	10	64.51	66.44	77.45
Bossier	7	73.36	66.85	75.07
	10	77.49	71.82	76.87
Caddo	7	72.31	63.84	68.62
	10	75.56	68.04	72.47
Calcasieu	7	76.15	68.37	73.27
	10	75.58	72.59	76.55
Caldwell	7	80.88	68.11	79.61
	10	82.14	72.61	89.06
Cameron	7	71.53	71.16	84.99
	10	68.55	74.85	85.01
Catahoula	7	72.01	67.32	75.31
	10	79.13	71.64	76.49
Claiborne	7	66.02	59.91	68.19
	10	67.67	61.96	69.08
Concordia	7	60.24	63.29	68.71
	10	73.74	64.31	72.31
DeSoto	7	73.74	63.00	68.11
	10	71.96	67.45	72.28

Table 26 (continued)

East Baton Rouge	7	65.69	62.81	69.92
	10	71.03	68.32	73.41
East Carroll	7	57.23	49.79	62.26
	10	54.03	55.53	64.68
East Feliciana	7	60.74	56.26	67.71
	10	69.77	59.07	66.89
Evangeline	7	64.91	64.68	72.24
	10	68.28	68.03	76.37
Franklin	7	65.93	62.00	72.91
	10	73.74	68.51	73.22
Grant	7	75.48	68.50	78.32
	10	71.51	71.15	78.80
Iberia	7	70.82	65.42	71.51
	10	71.42	70.17	74.15
Iberville	7	66.05	58.24	68.44
	10	66.21	64.27	72.38
Jackson	7	70.71	63.33	76.10
	10	78.74	67.58	78.92
Jefferson	7	62.56	64.50	71.56
	10	68.53	69.25	73.68
Jefferson Davis	7	66.38	67.82	77.84
	10	73.75	72.77	78.56
Lafayette	7	72.19	65.93	77.73
	10	72.35	71.67	79.50
Lafourche	7	84.81	68.97	75.75
	10	76.98	72.07	77.94
LaSalle	7	73.78	69.73	76.95
	10	71.00	73.35	79.49
Lincoln	7	72.32	66.01	73.17
	10	73.81	70.48	82.58
Livingston	7	68.47	69.11	79.19
	10	70.64	71.34	80.12
Madison	7	58.55	52.84	65.47
	10	67.98	57.97	65.77
Morehouse	7	77.04	58.14	68.00
	10	71.08	65.21	70.12

Table 26 (continued)

Natchitoches	7	79.96	65.04	71.48
	10	77.03	69.14	74.98
Orleans	7	56.80	54.20	62.97
	10	59.41	59.18	65.46
Ouachita	7	71.85	67.93	75.33
	10	74.94	72.12	78.01
Plaquemines	7	65.21	67.05	74.56
	10	68.50	69.56	74.06
Pointe Coupee	7	57.76	60.46	68.38
	10	60.74	61.94	68.83
Rapides	7	72.27	67.73	72.15
	10	76.35	70.26	73.28
Red River	7	59.51	62.65	73.33
	10	69.65	65.09	72.80
Richland	7	66.83	64.89	72.04
	10	70.57	67.90	74.33
Sabine	7	77.99	65.05	71.84
	10	75.18	71.40	75.43
St. Bernard	7	73.75	67.42	78.66
	10	75.77	69.53	78.71
St. Charles	7	66.65	67.15	73.89
	10	71.98	70.67	75.25
St. Helena	7	62.40	54.86	70.99
	10	65.13	58.59	66.73
St. James	7	60.90	55.74	72.89
	10	70.43	66.45	74.50
St. John	7	53.46	61.45	68.68
	10	62.62	68.37	73.41
St. Landry	7	71.93	62.01	69.17
	10	72.02	65.09	70.6[illegible]
St. Martin	7	65.67	63.83	73.57
	10	70.00	65.17	74.08
St. Mary	7	65.59	64.07	72.48
	10	71.56	67.26	71.79
St. Tammany	7	71.06	69.36	80.85
	10	74.17	73.31	80.79

Table 26 (continued)

Tangipahoa	7	58.91	65.62	71.72
	10	66.07	70.05	73.43
Tensas	7	54.47	50.91	68.96
	10	65.89	61.92	70.35
Terrebonne	7	71.60	66.07	74.36
	10	72.94	70.83	75.74
Union	7	76.52	64.66	73.16
	10	77.20	69.60	78.68
Vermilion	7	71.71	68.73	76.11
	10	75.85	71.03	79.15
Vernon	7	78.89	65.10	80.25
	10	85.85	71.03	79.15
Washington	7	72.94	65.11	71.21
	10	68.09	69.08	77.51
Webster	7	75.05	65.87	71.47
	10	69.71	69.25	73.81
West Baton Rouge	7	66.01	61.91	68.77
	10	83.20	68.79	72.89
West Carroll	7	73.97	66.95	80.60
	10	78.78	71.58	76.68
West Feliciana	7	72.52	62.26	70.63
	10	79.57	63.43	72.03
Winn	7	73.81	66.37	77.73
	10	80.38	71.12	75.05
City of Monroe	7	63.01	54.80	69.19
	10	72.28	62.95	70.52
City of Bogalusa	7	66.91	66.50	72.97
	10	71.43	70.82	75.19
Lab Schools	7	70.69	53.27	79.51
	10	69.56	62.53	80.75

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GLOSSARY OF ASSESSMENT TERMS

AVERAGE PERCENT CORRECT – Is determined by dividing the total number of questions answered correctly by the number of students tested, then multiplying by 100 to reach a useful score. If every student correctly answered every question, a score of 100 could be attained. If no student answered correctly, the score would be zero.

BACKGROUND VARIABLES – Student characteristics that affect achievement, but that cannot be altered or controlled by the school system (e.g., socioeconomic status).

CRITERION-REFERENCED TEST – A test designed to measure a particular domain and specific objectives within that domain. Test results are reported in terms of the degree of student success on each domain and each specific objective.

DEMOGRAPHIC VARIABLES – Certain aspects of the environment as they relate to education.

DOMAIN – A general category used to describe a cluster of objectives or skills in a given subject area.

DOMAIN TOTAL – The performance on the objectives within the domain.

MINIMUM STANDARD SKILL REFERENCE – Keys each skill tested to the reading, mathematics, and writing minimum standard documents.

MULTIPLE REGRESSION ANALYSIS – A statistical procedure that provides estimates of the relative importance of background variables in influencing student achievement.

N COUNT – Number of students responding to the cluster of items measuring the domain or objective.

OBJECTIVE – A statement of skill expectation in measurable form.

OUTLIERS – A district whose average student achievement falls below or above the expected range in a given skill area.

PRIMARY TRAIT SYSTEM OF SCORING – A system or method of scoring writing samples or exercises. This scoring system is descriptive in nature so data can be reported and scoring replicated. The primary trait score essentially indicates whether or not a sample of writing contains the trait it must have to accomplish a particular task.

RANGE OF EDUCATIONAL EXPECTANCY – The expected range represents the upper and lower limits within which a district's mean score is expected to fall, given the socioeconomic and racial/ethnic makeup of its student population.

REGULAR EDUCATION – All students not receiving special education services. The special education categories of gifted/talented and speech impaired are included in the regular education population.

SECONDARY TRAIT SCORE – Indicates the degree to which a student utilizes correct syntax, spelling, capitalization, or punctuation in a writing sample.

WRITING EXERCISE TEST – The portion of the Louisiana State Assessment that requires a sample of the student's writing.